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¹The letter (a) following entry numbers indicates citation of abstracts which are primary publications; these are usually of theses or of papers read at professional meetings.

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GENERAL

3260. Alexander, Jerome. *Life; its nature and origin*. New York: Reinhold Publ. Corp., 1948, vii, 291 p. \$5.00.—The purpose of this book is "to attempt to explain" the basic mechanism of life's processes by integratively reviewing the advances in "all branches of science" during the last 50 years. The thesis is posited that life is dominated by catalysis, the agents of which direct essential chemical changes and, in some instances, are themselves living units (bionts). The theoretical constructs of Berzelius and Thomas Graham are especially stressed in the development of the thesis. The structural basis of life, the nature of living units and their catalytic mechanisms are set forth in the first 6 chapters. Chapters 7-11 discuss catalysis in relation to immunology, genetics, embryology, disease, drug-action, and evolution. The final chapter raises problems relative to the fields of philosophy, science, and religion.—L. A. Pennington.

3261. Anspacher, Louis K. *Challenge of the unknown: exploring the psychic world*. New York: Current Books, 1947. 327 p. \$3.75.—To describe the important findings and the principal conclusions of the many investigators specializing in psychical research and "to organize their conclusions into some kind of a coherent overall statement" were the purposes of the author in writing this volume. His popular philosophical discussion of the various facets of psychical research is intended to be "provocative and orientative," not conclusive. With many examples from art, literature, and the history of science, he takes up in Part I the techniques of approach, and in Part II, "the psychic unconscious as it is manifested in literature and art"; Part III deals with the present verdict of science on the subject of psychical phenomena, while Parts IV and V have to do with philosophers' views of psychical capacities and with the relationship between religion and psychical research.—B. M. Humphrey.

3262. Boring, Edwin G. (Harvard U., Cambridge, Mass.) *Current trends in psychology: a special review*. *Psychol. Bull.*, 1948, 45, 75-84.—A critical review is presented of *Current trends in psychology* (see 22: 3).—S. Ross.

3263. MacLeod, Robert B. (McGill U., Montreal, Canada.) *Can psychological research be planned on a national scale?* *Canad. J. Psychol.*, 1947, 1, 177-191.—The survival of the present world order will depend in large part upon the success of an enlarged program of scientific research. Many pressing problems can be studied by psychological methods now at hand, although continued development of techniques is vital. While there can be no Canadian psychology as such, "the fact of Canadian national organization

creates psychological problems which must be defined in Canadian terms and attacked with the human and material resources of Canada." A number of challenging problems are suggested: problems of national defense (selection, training, maintenance of troop morale, maintenance of home front morale, psychological warfare, intelligence, operations, research and development), problems connected with the organization of industrial life, problems arising from the diversity of cultural groupings, problems arising from Canada's relations with other nations, problems connected with the maintenance and improvement of political democracy, problems of immigration and relocation of populations, problems of general and specialized education, problems arising from the changing function of the family, problems of national health.—F. W. Finger.

3264. Naidu, P. S. *Psychology and the rehabilitation of human society*. *Calcutta med. J.*, 1947, 44, 93-105.—Materialistic science as handmaiden of insensate greeds and brutal instincts has clearly demonstrated in the present morass of human society its impotence to make men truly happy. The hope of a rehabilitation of human society is in science of the right type, namely psychology. "The findings of applied, experimental and depth psychology should be accorded the place of prime importance in all plans for the future ordering of human society." The 3 goals of psychology in the service of human welfare are efficiency, happiness and self-realization. The task of applied and experimental psychology is the attainment of efficiency; the task of depth psychology is the attainment of happiness and self-realization. Something of the *modus operandi* of psychology in the rehabilitation of human society is sketched.—F. C. Sumner.

3265. Schwarz, Osias L. *Average man against superior man*. New York: Philosophical Library, 1947, 124 p. \$2.75.—The author presents general half-philosophical speculations about the differences between average men and superior men. "The average man's aspirations are selfish, materialistic, unrealizable, projected into remote space . . . ; whereas the superior man's aspirations are unselfish, spiritual or intellectual. . . ." Pseudo-superior men (e.g., Wells, Shaw, Freud) produce an "ear-deafening mass of verbal gas" as a substitute for intellectual sterility. Einstein is a mystic and nebulous thinker. No references.—F. Heider.

3266. Skov, P. *Kampen mellem gamle og nye ideer*. (Strife between old and new ideas.) *Menneske og Miljø*, 1947, 2, 21-29.—This is a philosophical discussion on thought. Old ideas are often maintained because of tradition, which, it may be said, is an enemy of new ideas. Special events create new

ideas which otherwise would never have occurred. Some of these events are: Christianity, the Reformation, the Renaissance, and various revolutions. Karl Marx's ideas as new and novel are discussed. Reaction usually follows revolutions, and at times, an entirely new historical era occurs, however, this was not true in France, Russia nor Italy. A Concurrence in systems appears in old and new ideas. Social ideas especially are often new and original, but Physics, Chemistry and Biology have been somewhat lacking in this condition compared to the social sciences. Leaders often have new ideas, which also may result due to dissatisfaction with present conditions. Democracy to-day is striving for new ideas to clarify its interests and aims.—O. I. Jacobsen.

THEORY & SYSTEMS

3267. Balz, Albert G. A. (U. Virginia, Charlottesville.) **Relations between philosophy and psychology.** *Psychol. Rev.*, 1948, 55, 115-125.—A series of conjectures are offered in the hope that some approximation to mutual understanding between philosophy and psychology may ensue. Psychology needs the spectatorial and critical functions of philosophy, and its sobering counsels.—M. A. Tinker.

3268. Harding, M. Esther. **Psychic energy, its source and goal.** New York: Bollingen Series-Pantheon Press, 1948. xii, 497 p. \$4.50.—The energies which inhere in the instincts are gradually brought into relation with the needs and purposes of more civilized man and the struggle not to be regulated by the instincts creates in him a greater awareness of his social responsibilities. But man is not only a social being; he is also endowed with psychological potentialities for mature individual development. The book deals first with the problem of coming to terms with the instincts; then with the developmental process based upon the research and analytical method of C. G. Jung.—E. H. Henley.

3269. MacCorquodale, Kenneth, & Meehl, Paul E. (U. Minnesota, Minneapolis.) **On a distinction between hypothetical constructs and intervening variables.** *Psychol. Rev.*, 1948, 55, 95-107.—To use the phrases "intervening variable" and "hypothetical construct" interchangeably leads to fundamental confusions in theoretical discussions. The distinction is between constructs which merely abstract the empirical relationships and those constructs which are hypothetical. Concepts of the first sort are identifiable by: the statement of the concept contains only words reducible to empirical laws; validity of the empirical law is both "necessary and sufficient for the 'correctness' of the statements about the concept"; and the "quantitative expression of the concept can be obtained without mediate inference by suitable groupings of terms in the quantitative empirical laws." But concepts of the second sort do not fulfill these 3 conditions. In the interest of clarity it is proposed that the phrase "intervening variable" be restricted to concepts of the first kind, and that the phrase "hypothetical construct" be

used for those of the second kind. The only rule for proper intervening variables is that of convenience. But hypothetical constructs have a cognitive, factual reference in addition to the empirical data which constitute their support.—M. A. Tinker.

3270. Sargent S. Stansfeld. (Barnard Coll., New York.) **Reaction to frustration—a critique and hypothesis.** *Psychol. Rev.*, 1948, 55, 108-114.—Current treatments of frustration lack a systematic framework and a clear definition of terms. The hypothesis presented is that frustration evokes a patterned sequence of behavior. The chief stages or aspects of this sequence are indicated by the terms *frustration, emotion, habit or mechanism, and overt behavior*. Emotion is the central dynamic factor in reaction to frustration. There is interoperation of past experience and present situations. The crucial factor is how the individual defines and interprets the situation. In addition to stimulus and overt response, the intervening organismic factors are very important. 15 references.—M. A. Tinker.

3271. Spence, Kenneth W. (U. Iowa, Iowa City.) **The postulates and methods of "behaviorism."** *Psychol. Rev.*, 1948, 55, 67-78.—Today, behaviorism may merely imply a very general point of view, or it may refer to any one of several deviates from the original formulation of Watson. Apparently psychologists have outgrown the stage of schools. A few methodological principles, exemplified in the work of certain psychologists who owe a heavy historical debt to the earlier school of behaviorism, are formulated. After discussing the behavior scientist's conception of the nature of psychological events, consideration is given to the nature of the concepts he employs to record and to describe these events. In general, present day behavioristic psychologists tend to concentrate their energies on two classes of laws: Type 1 laws are laws of association of behavior properties. Much use is made of the coefficient of correlation. Type 2 laws may be concerned with either present environment or with past environmental events. These psychologists tend to favor use of the molar rather than molecular concepts. The theoretical framework of the behavioristic psychologist is as yet only in a very primitive state of development. 21 references.—M. A. Tinker.

3272. Welch, Livingston. (Hunter Coll., New York.) **A behaviorist explanation of concept formation.** *J. genet. Psychol.*, 1947, 71, 201-222.—An attempt is made to show that the establishment and use of abstract ideas is explainable in behavioristic terms. The Watsonian stimulus-response formula is rejected in favor of Hull's approach which postulates brain traces and the stimulus as a configuration. This stimulus configuration is assumed to have a corresponding brain trace configuration. A further assumption is made that some elements of the brain trace configuration fade, while others persist. Two kinds of abstract phenomena, classes of things and characteristics divorced from specific objects, are treated as derivatives of higher forms of generalization.—R. B. Ammons.

3273. Wickes, Frances G. *The inner world of man*. New York: Henry Holt, 1948, 313 p. \$5.00.—Following Jung's concepts of the nature of the psyche, this volume attempts to describe and illustrate the inner workings of the unconscious. Images as they appear in dreams are used to illustrate the basic dynamisms of Jungian Psychology. Separate chapters deal with parental images, the ego, the persona (the mask worn for the outer world), the shadow (that "darker" side of the person which others see), the anima (the male's unconscious feminine image) and the animus (the female's unconscious masculine image). A brief experience in analysis is presented and considerable material on dream analysis. Analysis is made of images as appearing in phantasy, visions and drawing. 79 plates illustrating the analysis of drawings are included. (see 13: 4651).—J. B. Rotter.

METHODS & APPARATUS

3274. Lienau, C. C. *Quantitative aspects of organization*. *Hum. Biol.*, 1947, 19, 163-216.—The widely used concept of organization is subject to review by reference to the technical literature, and the possibility of formulating an acceptable metrically determined definition at the functional level is raised. The thesis is developed that the concept has "quantitative aspects" which can be treated mathematically in a manner perhaps analogous to early studies of entropic phenomena in physics. This contention is illustrated by the development of devices, described generally and statistically, for the measurement of "organization" in the area of sociological phenomena, such as voting and social clubs.—L. A. Pennington.

3275. Serrell, Frédéric. *Un nouveau sphygmomanomètre à miroir*. (A new sphygmomanometer with mirror.) *C. R. Soc. Biol. Paris*, 1947, 141, 811-813.—A new sphygmomanometer for recording arterial tension in man is described. The principal feature of this instrument is that it mirrors an oscillogram and sphygmogram onto a phosphorescent or photographic screen. Absolute accuracy is claimed for this instrument.—F. C. Sumner.

3276. Toops, Herbert A. (Ohio State U., Columbus.) *The use of addends in experimental control, social census, and managerial research*. *Psychol. Bull.*, 1948, 45, 41-74.—"Addends are numbers which when added yield a code number uniquely identifying the ultimate breakdown society to which a given person belongs." Ulstriths (all the persons of each complete breakdown sub-society) provide a complete statistical analysis of the data, when a complete sorting of traits is desired. Ulstriths may be combined or synthesized into striths by simple addition. The application of the use of addends in a variety of research and managerial problems is given. 26 references.—S. Ross.

3277. Winder, Claude V., Thomas, Richard W., & Wax, Joan. (Parke, Davis & Co., Detroit, Mich.) *An easily assembled pulse-frequency recorder*.

Proc. Soc. exp. Biol., N. Y., 1948, 67, 240-242.—The construction by means of "ordinary laboratory tools and supplies" of a continuous, automatic, kymographic device for recording pulse-frequency is described and diagrammed. A contacting lever, mounted on a carrying lever and joined with a mercury-manometer cross-wire, selectively registers systolic pulsations. This activates, by relay, a counter-recorder.—L. A. Pennington.

NEW TESTS

3278. Bachelder, Myrtle C. (U. Chicago, Ill.) *A diagnostic test on the mastery of chemical calculations*. *J. chem. Educ.*, 1948, 25, 217-218.—A diagnostic test on the fundamental calculations of first year chemistry are described. The test is intended primarily for high school chemistry courses, but is useful with first year college chemistry. The scoring sheet gives the instructor information concerning student errors in the operations required by the test. Form A of the test is given in full.—C. M. Louttit.

3279. Brody, M. B. (Graylingwell Hosp., Chichester, Eng.) *Card sorting: a difficult test of abstraction with simple material*. *J. abnorm. soc. Psychol.*, 1948, 43, 102-103.—A test procedure is outlined for a sorting test using 5 suits of playing cards. Performance is judged from failure at various points in the procedure. The test is difficult enough to show impairment of mental function in persons of superior intelligence, and substantiates clinical findings in cases of head injury and organic dementias.—C. M. Harsh.

3280. Ekberg, David L. *A study in tool usage*. *Educ. psychol. Measmt.*, 1947, 7, 421-427.—A mechanical performance test used to measure some of the abilities required in efficient performance in mechanical jobs at a manufacturing concern is described. Corrected split-half reliability is .89. Employing a criterion of the rankings of subjects on the basis of general effectiveness on job by three foremen, the Pearson *r*'s between foreman rankings and test scores range from .13 to .70. There is a tendency for older men to score higher on the test than younger men.—S. Wapner.

3281. Traxler, Arthur E. *An analysis of the results of a brief survey of arithmetic skills among independent-school pupils*. *Educ. Rec. Bull.*, 1948, 49, 59-67.—This 10-minute arithmetic test has a reliability of .80 at a single grade level. Its validity is indicated by a median correlation of .6 with the arithmetic computation section of the Stanford Achievement Test and .5 with the Q-score of the American Council Psychological Examination, and also with school marks in arithmetic. The curve through the median scores at the different grade levels rises rapidly in the elementary schools and continues to go upward during the secondary school, although at a slower rate. It is suggested that pupils falling within the lowest 10 or 15 per cent in each grade be screened out for study, diagnosis and

remedial work in basic arithmetic skills.—G. E. Bird.

[See also abstracts 3338, 3372, 3614.]

STATISTICS

3282. Bartlett, M. S. (U. Cambridge, England.) **The use of transformations.** *Biometrics*, 1947, 3, 39-52.—A theoretical discussion of (1) the purpose of transformations used on raw statistical data with particular reference to the analysis of variance, and (2) the precautions necessary when using the analysis of variance with the transformed variate is followed by an expository summary of the transformations which have been used, namely: the square root transformations; logarithmic transformations; inverse sine or angular transformations; the probit transformation; expected normal scores for ranked data method.—F. C. Sumner.

3283. Cochran, W. G. (North Carolina State Coll., West Raleigh.) **Some consequences when the assumptions for the analysis of variance are not satisfied.** *Biometrics*, 1947, 3, 22-38.—The analysis of variance depends on the assumptions that the treatment and environmental effects are additive and that the experimental errors are independent in the probability sense, have equal variance, and are normally distributed. Failure of any assumption will impair to some extent the standard properties on which the widespread utility of the technic depends. In general, the factors liable to cause the most severe disturbances are extreme skewness, the presence of gross errors, anomalous behavior of certain treatments or parts of the experiment, marked departures from the additive relationship, and changes in the error variance, either related to the mean or to certain treatments or parts of the experiment. The principal methods for an improved analysis are: the omission of certain observations, treatments or replicates; subdivision of the error variance; and transformation to another scale before analysis.—F. C. Sumner.

3284. Davis, Frederick B. (George Peabody Coll. for Teachers, Nashville, Tenn.) **The interpretation of principal-axis factors.** *J. educ. Psychol.*, 1947, 38, 471-481.—The author presents methods of interpreting the results of principal-axis analyses and relates these to Holzinger's presentation (see 21: 1353). Certain practical uses of the direction cosines are emphasized.—E. B. Mallory.

3285. Eisenhart, Churchill. (U. Wisconsin, Madison.) **The assumptions underlying the analysis of variance.** *Biometrics*, 1947, 3, 1-21.—The principal deficiency of books giving an introduction to analysis of variance is "their failure to state explicitly the several assumptions underlying the analysis of variance, and to indicate the importance of each from a practical viewpoint." The author selects first a model case of what he denominates as Class I, in which the parameters are population means, in order to illustrate the assumptions necessarily involved namely: (1) random variables; (2) additivity; (3)

equal variances and zero correlations; (4) normality. He selects in the second instance a model case of Class II, in which the parameters are components of variance, in order to illustrate the assumptions there involved namely: (1) random variables; (2) additivity of components; (3) zero correlations and homogeneous variances; (4) normal distribution of all deviations. As to which model is appropriate, Model I is generally appropriate where treatment involves merely a variety of comparisons while Model II is appropriate when it is a matter of the variation for example of the experimental animal from each of the respective herds or of variation of the herds from one another.—F. C. Sumner.

3286. Froehlich, Clifford P. (United States Office of Education, Washington, D. C.), & Keller, Robert J. **A technique for obtaining summary data from aggregate weighting sheets on the graphic item counter attachment to the test scoring machine.** *Educ. psychol. Measmt*, 1947, 7, 429-439.—A technique is outlined for obtaining summary data on variables using raw scores entered on Aggregate Weighting Sheets and the Graphic Item Counter attachment for International Test Scoring Machines. The advantages in use of the technique are described.—S. Wapner.

3287. Guilford, J. P. (U. Southern California, Los Angeles.), & Michael, William B. **Approaches to univocal factor scores.** *Psychometrika*, 1948, 13, 1-22.—In a method proposed, the single best test for the common factor to be measured is selected. Such tests frequently have only one or a few undesirable factors to be suppressed. The suppression test should be as nearly univocal as possible. Equations are developed for weighting the factor test and the suppression test in order to secure the desired objectives, several of which are discussed. Two other methods of deriving common-factor scores are discussed and their weaknesses pointed out.—M. O. Wilson.

3288. Morice, E., Tisserand, M., & Reboul, J. **Méthodes statistiques en médecine et en biologie.** Paris: Masson, 1947, xx, 181 p.—The author presents this elementary text book particularly for the use of statistics in medicine and public health. The usual subjects of graphic presentation, measures of central tendencies, dispersion, and correlation are discussed. Tisserand contributes a chapter on methods of observation basic to statistical analysis. Reboul describes certain mathematical concepts which are important in biological statistical analysis.—C. M. Louttit.

3289. Swineford, Frances. (U. Chicago, Ill.) **A table for estimating the significance of the difference between correlated percentages.** *Psychometrika*, 1948, 13, 23-25.—McNemar's formula for finding Chi Square to test the significance of the difference between two correlated percentages, A and D , is briefly reviewed. A table is presented which shows the value of A for selected values of D (10 to 148) for which the probability of chance occurrence is .10, .05, .02, .01, .005, and .001. Alternate values of

D are given, since linear interpolation is adequate for each between value.—*M. O. Wilson.*

3290. **Taylor, E. K., & Gaylord, R. H.** (*Personnel Research Section, A.G.O., Washington 25, D. C.*) **Table for use in the computation of statistics of dichotomous and truncated distributions.** *Educ. psychol. Measmt.*, 1947, 7, 441-456.—A table designed to facilitate the computation of dichotomous and truncated distributions is presented. A description is given of the manner in which the tabled values serve as an aid in computation of the standard deviation of the tail of a normal curve, biserial *r*, point biserial *r*, standard error of a two point distribution, and standard error of a percentage.—*S. Wapner.*

3291. **Walker, Helen M.** (*Teachers Coll., Columbia U., New York.*) **Statistical understandings every teacher needs.** *Teach. Coll. Rec.*, 1948, 49, 452-457.—Because our culture has become a statistical culture, the class room teacher should possess a certain amount of statistical knowledge. Some idea of the true meaning of such terms as average, variation, concomitance, sampling, and how to interpret charts and tables is necessary for the understanding of everyday affairs. To provide for this need, undergraduate courses in statistical methods are recommended for both colleges of liberal arts and teachers colleges. Such work, in addition to its general value, can help the student to find new interests and arouse his curiosity about new problems for which there is a statistical basis.—*G. E. Bird.*

3292. **Zucker, Lois M.** (*Columbia U., New York.*) **Evaluation of slopes and intercepts of straight lines.** *Hum. Biol.*, 1947, 19, 231-259.—Because many useful quantities must be calculated from the slope or intercept of a straight line fitted to a set of observations on 2 variables and because fitting by eye is often unsatisfactory, the author summarizes the properties and interrelations of several procedures used with special reference to their adaptability to experimental studies in the biological and physical sciences. 26 references.—*L. A. Pennington.*

[See also abstract 3372.]

REFERENCE WORKS

3293. **Choisy-Clouzet, Maryse.** [Ed.] **Psyché. Revue internationale de psychanalyse et des sciences de l'homme.** Paris: Editions Psyché [Amer. Distrib.: Albert J. Phiebig, 545 Fifth Ave., New York 17.] Vol. 1, No. 1, November, 1946. Monthly. Fr. 1,300; \$6.50 per year.

3294. **Ellis, Albert.** **The application of scientific principles to scientific publications.** *Sci. Mon., N. Y.*, 1948, 66, 427-430.—Standardization of format details and manuscript preparation requirements among scientific journals would assist authors greatly. Preliminary suggestions are offered for standardized form.—*B. R. Fisher.*

3295. **Jellinek, E. M., Efron, Vera, & Keller, Mark.** **Abstract archive of the alcohol literature.** *Quart. J. Stud. Alcohol*, 1948, 8, 580-608.—The

Journal maintains an abstract file now amounting to 5000 references on McBee sorting cards. The code is given in detail. The archive is available for use by scientists engaged in research upon alcohol problems, and will assist them in obtaining classified lists of references to specific topics. (see also 15: 4884).—*W. L. Wilkins.*

3296. **Strang, Ruth.** (*Teachers Coll., Columbia U., New York.*) **Principles of readability applied to reporting research.** *Tech. Coll. Rec.*, 1948, 49, 449-451.—Research reporting should be readable. To this end, appeal or interest is obtained through clearness of purpose and the suggested possibility of application by the reader. Personalization can be accomplished by showing the necessity for the study, its methodology, the use of illustrative cases and an explanation of deviations from the central tendencies. Patterning or planning should present a design or pattern of thought supported by correct structure. Emphasis involves selective judgment in presenting the important points. Dilution is made by the spacing of ideas with apt illustrative details, and by avoiding density of material. To render difficult ideas more comprehensible, plain words are preferable to unfamiliar or technical terms without explanatory context. Illustrations, charts, diagrams and tables also serve to clarify meanings.—*G. E. Bird.*

3297. **Wolfe, Helen Morrill** [Ed.] **American Psychological Association. 1948. Directory.** Washington, D. C.: American Psychological Association, 1948. viii, 429 p. \$3.00.—This directory gives biographical data and fields of interest for the Fellows and Associates of the Association. Membership lists for the Divisions of the Association, the By-Laws, a list of past officers and meeting places, and a geographical and institutional index of members is included.—*C. M. Louttit.*

3298. **Young, Erle Fiske.** [Gen. Ed.] (*U. Southern California, Los Angeles.*) **The dictionary of social welfare.** New York: Social Sciences Publishers, Inc., 1948. vi, 218 p. \$5.00.—The purpose of this dictionary is stated as: "to supply the busy social worker with a usable clue to the meaning of those technical terms which he is most apt to encounter in daily practice." Terms from such fields as psychology, psychiatry, biology, and so forth, apt to be encountered in social work practice are included.—*C. M. Louttit.*

[See also abstract 3501.]

ORGANIZATIONS

3299. **Smitt, Jarl Wagner.** **Videnskabens fremtidige organisation, med saerlig hensyn til psykiatrien.** (The future of science organizations, with special consideration for psychiatry.) *Menneske og Miljø*, 1947, 2, 75-81.—The largest such organizations are the British Association of Scientific Workers, and the American Association of Scientific Workers. The United Nations is fostering a similar

world federation to-day. The organization has a five-fold aim, namely: freedom of speech, adequate salaries, social objectives named, research and experimentation, and the restoration and keeping of the peace of the world. Hopes of the organization include dissemination of scientific information, cross-connection between sciences, publications, and world federation. These same hopes and goals are stated for Psychiatry, as it may function within this world federation. America has encouraged and financed scientific projects, among them are included: child training, education, military improvement, penal improvement, and mental hygiene. Although a tremendous cost is involved in such a program, the returns from it should be felt several hundred fold, in the betterment of world conditions.—O. I. Jacobsen.

HISTORY & BIOGRAPHY

3300. Filliozat, J. *Le sommeil et les rêves selon les médecins indiens et les physiologues grecs.* (Sleep and dreams according to Indian doctors and Greek physiologists.) *J. Psychol. norm. path.*, 1947, 40, 326-346.—Comparing the psychophysiological theories of sleep and dreams contained in the treatises of Sucruta and Caraka (Indian scholars of the first centuries of the Christian era) with those in the Hippocratic Collection, the writings of Empedocles, Alcmeon, Plato, Aristotle, etc., the author finds more than a chance resemblance. He suggests that the Upanishads may have been the common source of inspiration, directly influencing Indian culture and indirectly influencing Greek thought through the Greek physicians who were attracted to the Court of Susa.—M. Sheehan.

3301. Galdston, Iago. *Mesmer and animal magnetism.* *Ciba Symposia*, 1948, 9, 832-837.—A brief biography of Franz Anton Mesmer with special emphasis on the development of his theory of animal magnetism, and his efforts to have the theory accepted. Portrait p. 832.—C. M. Louttit.

3302. Guthrie, E. R. (*U. Washington, Seattle.*) *Pierre Janet: 1859-1947.* *Psychol. Rev.*, 1948, 55, 65-66.—Obituary. Portrait.—M. A. Tinker.

3303. Pastore, Nicholas. (*Teachers Coll., Columbia U., New York.*) *Social influences upon psychological trends.* *J. gen. Psychol.* 1948, 38, 15-29.—Relations between social and economic factors and psychological trends from 1870 are outlined. Early psychologists were theological in orientation. Cultural changes prepared the way for acceptance of Wundtian and Darwinian influences and later for pragmatism and the psychologies of Hall and Dewey. The nature-nurture controversy and the testing movement are traced to the growing democratic spirit in Europe and America. As a consequence of interest in social legislation and the changing economic relationships the instinct controversy arose. The instinct psychologists defended the status quo. Industrial psychology is obviously the

result of a need of businessmen to obtain solutions to their special problems. 57 references.—B. R. Bugelski.

3304. Rosen, George. *From mesmerism to hypnotism.* *Ciba Symposia*, 1948, 9, 838-844.—The facts first demonstrated by Mesmer were evident but his theory of animal magnetism to explain the facts was severely criticized. During the late 18th and first half of the 19th century, there was continued investigation of the phenomena, but changes in the theoretical concepts helped the historical transition from mesmerism to hypnosis.—C. M. Louttit.

3305. Wessell, Nils Yngve. (*Tufts Coll., Medford, Mass.*) *Some American Scandinavian psychologists.* *Amer. Swedish historical Fdn. Yearb.*, 1947, 67-77.—The contributions of American psychologists of Swedish descent are pointed out and the following individuals noted in brief biographical sketches: C. E. Seashore, J. E. W. Wallin, J. Peterson, J. L. Stenquist, L. L. Thrustone, J. E. Anderson, and W. C. Olson.—C. M. Louttit.

PROFESSIONAL PROBLEMS OF PSYCHOLOGY

3306. [Abel, Theodora.] *The training of clinical psychologists: internships and externships.* New York: National Committee for Mental Hygiene, 1948. 23 p. (Mimeo.)—This descriptive directory, of organized internship programs in clinical psychology, is published to make available information concerning this important aspect of training in clinical psychology. Agencies in 19 States are described.—C. M. Louttit.

3307. Hincks, Clarence M. *Psychology from the standpoint of a psychiatrist.* *Canad. J. Psychol.*, 1947, 1, 192-195.—The record of psychology during the recent war emphasizes the contributions that the science can make to medicine. The following fields of work are specifically suggested: (1) psychometrics; (2) clinical personality appraisal and health training, by means of which a variety of disabilities might be averted or ameliorated; (3) "the psychological sanitation of the environment;" (4) the development of group therapy.—F. W. Finger.

3308. La Barre, Corinne. *Graduate training for educational personnel work.* *Educ. psychol. Measmt.*, 1947, 7, 538-546.—A questionnaire was mailed to 299 institutions offering graduate programs for the purpose of evaluating the status of personnel training. It was found that 110 institutions offered an organized program of graduate study for personnel work. 80% of those schools which give educational personnel work offer in-service training. About one-third of the institutions offer scholarships for those taking graduate training. Other results of the survey are presented and the implications for personnel work are considered.—S. Wapner.

[See also abstract 3629.]

PHYSIOLOGICAL PSYCHOLOGY

3309. Allen, C. H., Rudnick, I., & Frings, H. Some biological effects of intense high frequency airborne sound. *J. acoust. Soc. Amer.*, 1948, 20, 221.—Abstract.

3310. Aschan, Gunnar K. (*U. Uppsala, Sweden.*) Aero-otitis media and aerosinusitis; experimental histo-pathological changes due to oxygen deficiency and oxygen poisoning. *Acta oto-laryng., Stockh., Suppl.*, 1948, No. 66. 93 p.—After an extensive review of the literature on aero-otitis, the author presents experimental evidence which supports the view that aero-otitis is due to oxygen deficiency rather than to pressure changes, or low pressure *per se*. In the first experiments, white rats were subjected to low pressures, some with and some without oxygen compensation. Both groups had more inflammation than the controls, but inflammation was less with those animals receiving additional oxygen. Further experiments were performed on rabbits, whose structures are more similar to man, and who have little trouble with membrane infections. Four groups of rabbits, in addition to controls, were used. One group was exposed to low pressure, one to low pressure with oxygen compensation, one to oxygen deficiency with normal pressure, and one to increased oxygen with normal pressure. The group subjected to low pressure with oxygen compensation suffered no changes in the mucous membranes. All other groups showed changes in the mucous membranes of the middle ear, nasal passages, sinuses, and the lungs.—W. R. Garner.

3311. Freeman, G. L. (*Cornell U., Ithaca, N. Y.*) **Physiological psychology.** New York: D. Van Nostrand Co., 1948. x, 530 p. \$4.50.—This book is a revision and amplification of the authors *Introduction to Physiological Psychology* (see 8: 3886). The material is presented in 4 parts. Part I, "Basic mechanisms of behavior," is a discussion of the elementary physiological and behavioral data of neural, receptor and effector mechanisms. Part II, "The structuro-functional organization of bodily mechanisms," deals in terms of anatomy and physiology with the anatomical divisions of the nervous system. Part III, "The integrative action of bodily mechanisms," deals with behavioral data in terms of spinal, subcortical and cortical levels. It concludes with chapters on neural competition and dominance, and on facilitation and inhibition. The material in Part IV, "Bodily mechanisms and variable behavior," is discussed under psychological headings (motivation, learning, etc.). Each chapter has a list of selected references to secondary sources, references to primary sources are given in footnotes throughout the text.—R. B. Bromiley.

3312. Ingle, Dwight J., & Nezamis, James F. (*The Upjohn Co., Kalamazoo, Mich.*) Early effects of denervation upon response of muscle to continuous stimulation. *Proc. Soc. exp. Biol., N. Y.*, 1948, 67, 167-169.—60 male rats of the Sprague-Dawley strain served as subjects in the study of the effect of

direct faradic stimulation of the gastrocnemius muscle after the severing of the sciatic nerve in experimental animals. Results indicate that (1) with stimulation presented immediately after operation, the muscle's work rate remained normal for "several hours," showing depression by 24 hours; (2) with stimulation delayed from 24 to 48 hours postoperatively, the initial contractions were subnormal as compared with data collected from a sham-operative control group. This loss of muscular responsiveness is considered theoretically with especial reference to possible metabolic changes and to neural atrophy removing an otherwise important excitatory mechanism operating in conjunction with direct faradic stimulation of the fibers.—L. A. Pennington.

3313. Parker, George Howard. (*Harvard U., Cambridge, Mass.*) **Animal colour changes and their neurohumours; a survey of investigations, 1910-1943.** Cambridge, Eng.: Cambridge University Press; New York, The Macmillan Co., 1948. vii, 377 p. \$6.50.—The volume's 10 chapters extend the reviews of investigations offered by van Rynberk in 1906 and Fuchs in 1914. Chapter 1 summarizes these early reports, sets the stage for the remaining 9 chapters by presenting a description of the structure and classes of chromatophores, of experimental methods used in the study of the cells as well as analyzing current opinion on the problem of activation (neural versus hormonal). The next 7 chapters integratively review the more recent studies on colour changes among cephalopods, crustaceans, fishes, amphibians, and reptiles. Chapters 8, 9, and 10 deal with problems of genetics, embryology, and ecology of chromatophores, with the effects of temperature, pressure, and other changes upon the dispersion and concentration of pigments. Throughout, emphasis is placed upon a neurohumoral principle of cell activation. 61-page reference list.—L. A. Pennington.

[See also abstracts 3260, 3327, 3370.]

NERVOUS SYSTEM

3314. Chauchard, B., & Chauchard, P. **Action des centres sur la sensibilité locale des nerfs.** (Action of the centres on the local sensitivity of nerves.) *C. R. Soc. Biol. Paris*, 1947, 141, 149-152.—The results of experimentation by the authors with lesion of peripheral nerves of rats and rabbits by means of drugs and ligature confirm those of previous studies to the effect that the chronaxy of nerves separated from their centres is little effected in nerves with low chronaxies but more markedly in fibres with high chronaxies and that the chronaxy of nerves connected with their centres vary more or less considerably from that of nerves separated from their centres.—F. C. Sumner.

3315. Das, N. N. (*Calcutta U., India.*) **Electroencephalography.** *Calcutta med. J.*, 1947, 44, 185-186.—A brief account is given of the history, nature and uses of electroencephalography. In concluding

the article the author points out that in the present state of our knowledge the basic physiology of the electrical activity of the brain is still not understood, that little is yet known of (1) the part of the neurone from which the potentials arise; (2) the type of interneuronal coupling that results in the development of fairly large voltages commonly recorded; (3) the nature of potentials; (4) the chemical reaction giving rise to them.—F. C. Sumner.

3316. Grandpierre, R., & Lemaire, R. *Mécanisme des effets de la dépression atmosphérique sur la chronaxie du nerf moteur périphérique chez l'homme*. (Mechanism of the effects of atmospheric depression on the chronaxy of the peripheral motor nerve in man.) *C. R. Soc. Biol. Paris*, 1947, 141, 175-176.—Previously it was reported that the chronaxy of the peripheral motor nerve was augmented in man when subjected to the effects of atmospheric depression. It has been a question in further experimentation of determining to what this augmentation is due. Working under similar experimental conditions but with and without anoxia of the subject, the authors find that the augmentation of the chronaxy of the peripheral motor nerve under atmospheric depression is due to an action at the same time central and peripheral.—F. C. Sumner.

3317. Hermann, Henri, Cier, J. F., Chatonnet, J., & Vial, J. *Les conditions de la "vie sans moelle" chez le rat*. (The conditions of "life without a spinal cord" in the rat.) *C. R. Soc. Biol. Paris*, 1947, 141, 934-936.—When the spinal cord of white rats was destroyed from below up and they had recovered from operation, there was noted a sex difference in behavior under identical conditions: The females eat with appetite and appear even polyphagic in the days following the dissipation of operative shock. The intestinal transit is effectuated normally. In spite of everything an emaciation occurs. There is a very accentuated thermic instability, chilling taking place very rapidly when covering is removed. There is no automatic micturition but animal urinates abundantly in the case of overflow or when bladder is manually pressed. The females bear on the whole quite well the destruction of their dorso-lumbar-sacral spinal cord. On the average the 10 animals observed lived 11 days, dying in a state of extreme cachexia preceded by grave urinary infection. The males, on the contrary, accept from the first only very small quantities of food, often even refuse all food. The thermic instability is the same as that observed in the female. No automatic micturition occurs; urinary retention is very severe; overflow often does not take place; manual expression of the bladder is always difficult, at times even impossible. This absolute retention can lead even to rupture of bladder. Urinary infection is very rapidly added to retention and the male animals (14 observed) die after shocking loss of weight on the average in 3½ days.—F. C. Sumner.

3318. Kremer, William F. (U. Virginia Med. Sch., Charlottesville.) *Autonomic and somatic re-*

actions induced by stimulation of the cingular gyrus in dogs. *J. Neurophysiol.*, 1947, 10, 371-379.—"In five dogs the cingular gyrus was exposed by partial ablation of the opposite cerebral hemisphere. Electrical stimulation of moderate intensity or chemical stimulation with acetyl-beta-methyl-choline produced responses in the somatic as well as in the autonomic realm. The experimental results suggest the existence of different functional areas in the cingular gyrus. Bladder contractions and other autonomic reactions can be obtained from the caudal third of the gyrus. Less conspicuous and of different character are the blood pressure and respiratory reactions obtained from the rostral third. The middle portion yields inconstant autonomic responses. Stimulation of the rostral part usually suppresses the activity of somatic musculature but may at times, as observed in one dog, evoke a slow tonic bilateral extensor reaction. This may indicate a connection with the striopallidum. A definite interpretation of these reactions as to the significance of the cingular gyrus in the normal performance of either biological or psychological functions should await further research into this area."—W. D. Neff.

3319. Larrabee, M. G., & Bronk, D. W. (U. Pennsylvania, Philadelphia.) *Prolonged facilitation of synaptic excitation in sympathetic ganglia*. *J. Neurophysiol.*, 1947, 10, 139-154.—The authors point out that certain physiological and psychological observations, e.g. the figural after-effects described by Köhler and Wallach, reveal phenomena which must be accounted for in terms of long-persistent effects of nerve impulses in the central nervous system. In experiments on the stellate ganglia of cats, it was found that "following the conduction of one or more volleys of impulses along the presynaptic and postsynaptic neurones of a sympathetic ganglion, there are long-lasting changes which facilitate subsequent excitation of the ganglion cells by impulses in the presynaptic fibers. Such facilitation may persist for many minutes." The degree of facilitation is dependent upon the frequency and duration of the conditioning volleys. Antidromic stimulation does not have a facilitating affect but, instead, lowers the irritability of the ganglion cell. The evidence presented indicates that the facilitation is not due to previous activity of the ganglion cell itself nor is it due to the persistence of a chemical agent in the synaptic region. "There remains the possibility that prolonged facilitation is due to a long-continued alteration in the presynaptic endings, which causes the nerve impulses arriving at the synapse to have a more effective excitatory action."—W. D. Neff.

3320. Postma, N., & Jordan, H. J. (Reichsuniversität, Utrecht, Holland.) *Das cerebraalganglion de weinbergschnecke (Helix pomatia L.) als reflexzentrum für den tonus*. (The cerebral ganglion of *H. pomatia* as a reflex center for tonus.) *Acta brev. neerl. Physiol.*, 1946, 14, 12-14.—Extirpation, anesthetization, and chemical and electrical stimulation experiments are cited to show that the ganglion's

effect on tonus is indirect, somewhat like that of the higher centers of the mammalian nervous system. Stimulation of the ganglion results in increased tonus of the resting muscle; however, during extension such stimulation inhibits tonus. The question of an initiatory role in locomotion was not investigated; however, the function of the ganglion during bodily movement seems clear.—(Courtesy of *Biol. Abstr.*)

3321. Sperry, R. W. (U. Chicago, Ill.) **Cerebral regulation of motor coordination in monkeys following multiple transection of sensorimotor cortex.** *J. Neurophysiol.*, 1947, 10, 275-294.—The cortex of the sensorimotor arm area of monkeys was subdivided by multiple intersecting knife cuts vertical to the cortical surface. The effects of these incisions, upon motor coordination of the arms was carefully observed. Incisions which did not extend into the white matter produced only negligible or slight transient depression of function. Incisions extending into the white matter produced more marked changes but even in these cases recovery which was apparently complete occurred within a few weeks. In contrast ablation of the same cortical areas produced marked lasting defects. "The functional symptoms which were observed were characteristic entirely of depression and afuction rather than of positive disorganization, and they appeared to be correlated primarily with invasion of the white matter. The results fail to confirm theories of brain function which have assumed that horizontal intracortical transmission either of discrete excitations or of mass field forces plays any major or essential role in cerebral organization."—W. D. Neff.

3322. van Harreveld, A. (California Inst. Technology, Pasadena.) **The electroencephalogram after prolonged brain asphyxiation.** *J. Neurophysiol.*, 1947, 10, 361-370.—"The E.E.G. was recorded at regular intervals after asphyxiations of the brain of 10 to 30 minutes' duration. The E.E.G. after the shorter asphyxiations was characterized by short (1-2 sec. duration) bursts of activity, with a wave frequency of 7 to 12/sec., repeated 10 to 20 times per minute. Evidence is presented for the cortical origin of these bursts. The E.E.G. after the longer asphyxiations is characterized by spindles of activity of longer (10 to 20 seconds) durations, with a wave frequency of 12 to 16/sec. which are repeated with intervals varying from a few seconds to about one minute. Evidence is presented for the view that the source of the potentials recorded as spindles is an unidentified subcortical structure centrally located in the brain."—W. D. Neff.

3323. Ward, Arthur A. Jr., & McCulloch, Warren S. (U. Illinois Coll. Med., Chicago.) **The projection of the frontal lobe on the hypothalamus.** *J. Neurophysiol.*, 1947, 10, 309-314.—The projection of the frontal lobe on the hypothalamus was studied in monkeys by the method of physiological neurography which the authors describe as follows: "A square millimeter of filter paper soaked in a saturated solution of strychnine sulfate is placed on the cortex, causing those cortical cells to send out impulses in

unison. This spike-like transient voltage can be recorded from any point to which a sufficient number of affected cells send their axons. This disturbance is propagated only in the ordinary direction of conduction and does not cross a synapse." Discrete projections were found from cortical area 6a to the mammillary nuclei, the lateral hypothalamic area, and to the posterior hypothalamic area. Projections were also found from the frontal lobe and the orbital surface to the supra-optic and paraventricular nuclei and from the orbital surface to the posterior hypothalamic area. These results are discussed in relation to other studies using strychnine stimulation and other techniques of determining the projection of frontal lobes on the hypothalamus.—W. D. Neff.

[See also abstracts 3344, 3345, 3467.]

RECEPTIVE AND PERCEPTUAL PROCESSES

3324. Adrian, E. D. **The sense of smell.** *Advanc. Sci.*, 1948, 4, 287-292.—The olfactory structure is reviewed, and the author then describes an experiment in which is recorded the differential activities of olfactory cells when stimulated by various vapors.—G. S. Speer.

3325. Munkelt, F. H. **Odors—their nature, cause and control.** *Refrig. Engng.*, 1946, 51, 31-34.—The author reviews the physiology of olfaction and gives a brief history of the work done in the past. Based on the ideas of Zwaardemaker and Henning, Crocker and Henderson reduced the basic odor characteristics to 4: floral smell, sour smell, burnt smell, and goat smell. By grading the fundamental smells from 1-8 grades, which according to the authors can be distinguished with certitude, they claim that by combination of the 4 fundamental qualities they can represent all known smells. The ability to discern the various fundamental qualities of perfumes and their intensities may be compared to the field of acoustics and music, with the judgment by sound of the various instruments, and the intensity of their sound in the playing of an orchestra. In either case it requires systematic training even if the ability is instinctive. The parts/million of air by volume of a representative group of odorous substances is given, and a special device is described for utilizing the principle of Weber-Fechner law for determining approximately the concentration in the case of single known odors.—(Courtesy of *Biol. Abstr.*)

3326. Périlhou, P. **De quelques considérations et expériences sur la sensibilité vibratoire.** (Some considerations and experiences on vibratory sensitivity.) *J. Psychol. norm. path.*, 1947, 40, 293-325.—Discrepancies in the curves reported by those engaged in research on vibratory experience can be attributed to the variety of apparatus used and of the experimental conditions and procedures, but even more to the fact that no single specialized receptor mediates this kind of sensation. The author recommends certain refinements of technique which

must be adopted before valid neurological conclusions can be drawn from such experiments. 27 references.—*M. Sheehan.*

3327. Soullairac, André. **Modifications du seuil gustatif du glucose à la suite de perturbations endocriniennes.** (Modifications of the gustatory threshold of sweet in consequence of endocrinal perturbations.) *C. R. Soc. Biol. Paris*, 1947, **141**, 745-747.—Experimentation on rats and mice in which it was attempted to ascertain what, if any, modifications of the gustatory threshold for sweet occurred in consequence of endocrinal perturbations revealed that suprarenalectomy, injections of deoxycorticosterone or of thyroxine lowered markedly the gustatory threshold for sweet while insulin raised the gustatory threshold for sweet.—*F. C. Sumner.*

[See also abstracts 3412, 3578.]

VISION

3328. Bárány, Ernst. **Some statistical observations on the methods in threshold determinations in general with particular regard to determination of visual acuity and subliminal addition.** *Acta Ophthalmol., Kbh.*, 1946, **24**, 113-127.—The result of clinical acuity tests with charts will depend on the length of the rows and the instantaneous threshold dispersion of the subject, as also on the observation time allowed for each symbol. The higher the threshold dispersion and the longer the rows, the lower will be the visual acuity; and the longer the observation time, the higher the acuity. The row acuity is, therefore, no reliable gauge of the subject's average acuity, whether this is defined as average instantaneous acuity or in some other way. The row acuity differs from the average instantaneous acuity by an amount which partly depends on the peculiarities of the subject, but which is also very dependent on the testing procedure.—(Courtesy of *Biol. Abstr.*)

3329. Bárány, Ernst. **A theory of binocular visual acuity and an analysis of the variability of visual acuity.** *Acta Ophthalmol., Kbh.*, 1946, **24**, 63-92.—The author discusses the causes of the variability of instantaneous visual acuity. He analyzes the difference found between clinically determined visual acuity and the statistic mean acuity. A method of studying the instantaneous visual acuity fluctuations is described. The average instantaneous acuity variability in about 30 eyes is found to be $\pm 20-25\%$ of the visual acuity value, when the illumination is about the same as that usual in clinical sight testing. A new explanation is advanced for the higher visual acuity even in emmetropic subjects when both eyes are used. It is based on the assumption that the instantaneous acuity fluctuations are due mainly to causes individual for each eye, and that consequently, when both eyes are used, one eye can see well at the same time that the other sees badly.—(Courtesy of *Biol. Abstr.*)

3330. Baumgardt, Ernest. **Les lois empiriques de l'excitation visuelle établies quantitativement à l'aide du calcul des probabilités (l'excitation limi-**

naire). (The empirical laws of visual excitation established quantitatively with the aid of the calculus of probabilities (liminal excitation).) *C. R. Soc. Biol. Paris*, 1947, **141**, 7-9.—Attempts of more than 50 years to establish a minimal value of the light energy necessary to provoke a liminal sensation are enumerated. The author, supporting himself on Van der Velden's demonstration that 2 quanta are necessary and sufficient for excitation, postulates (1) that two photons, each striking one of two rods whatsoever which form a part of a population of rods capable of spatial integration, give rise to a propagated impulse when the interval of times separating them is inferior to a certain limit (2 to 120 milliseconds), and (2) that 2 photons, each striking the same foveal cone, determine a propagated impulse when the interval of times separating them is less than or equal to 30 milliseconds. Applying the calculus of probabilities to the case of the variation of the time of stimulation of the rods, the author has calculated it as a function of the time, between 2 and 210 milliseconds and his results show perfect accord between theory and the experimental results obtained by Piéron.—*F. C. Sumner.*

3331. Baumgardt, E. **L'excitation visuelle liminaire, traitée par le calcul des probabilités. L'interrelation de la surface et de la durée.** (Liminal visual excitation, treated by the calculus of probabilities. The interrelation of the surface and of the duration.) *C. R. Soc. Biol. Paris*, 1947, **141**, 94-96.—Statistical theory of liminal excitation permits the numerical calculation of the quantity it (intensity-time), as a function of the surface and of the time, without making appeal to any spatial summation. Graham and Margaria have measured it as a function of t and of the stimulated retinal surface (at $2'$, $16'$, 1° and 3° from foveal center), varying t between .31 and 640 milliseconds. A table is presented showing the values of it as obtained experimentally and as calculated at a region 1° which differ only slightly.—*F. C. Sumner.*

3332. Baumgardt, E. **Sur la théorie statistique de l'excitation visuelle liminaire; comportement et constante de temps de certains éléments nerveux rétiens.** (On the statistical theory of liminal visual excitation; behavior and constant of time of certain retinal nerve elements.) *C. R. Soc. Biol. Paris*, 1947, **141**, 329-331.—The author summarizes his previous work to the effect that $it = f(t)$ curves obtained experimentally for liminal excitation of the cones as well as rods by Graham and Margaria and those obtained by the author by way of the calculus of probabilities when it is assumed that liminal excitation is provoked by absorption of two photons show striking correspondence. Here it is a question of the probable relationship of morphological data relative to the retinal region in question (ganglionic structure) and the author's it calculation of probabilities.—*F. C. Sumner.*

3333. Campbell, Dorothy Adams, Harrison, Renee, & Vertigen, Jean. **Binocular vision in miners.** *Brit. J. Ophthalmol.*, 1948, **32**, 226-232.—The primary

cause of miner's nystagmus is considered to be a breakdown in binocular vision under conditions of low illumination. Full explanation must await further experimentation.—*M. A. Tinker.*

3334. **Campbell, Dorothy Adams, & Tonks, Eva.** (*Birmingham Eye Hosp., Birmingham, Eng.*) **A comparison of dark adaptation in miners with their nutritional state.** *Brit. J. Ophthalmol.*, 1948, 32, 205-208.—The data show that the raised threshold for dark adaptation present among miners, including those suffering from nystagmus, is not due to lack of vitamin A or D or other obvious nutritional deficiency.—*M. A. Tinker.*

3335. **Coleman, H. S.** (*Pennsylvania State Coll., Pa.*), & **Verplanck, W. S.** (*Indiana U., Bloomington.*) **A comparison of computed and experimental detection ranges of objects viewed with telescopic systems from aboard ship.** *J. opt. Soc. Amer.*, 1948, 38, 250-253.—The ranges at which objects may be detected from aboard ship are compared for approximately 80 telescopic systems of 18 different designs. The method described by Hardy has been used to predict these ranges from laboratory measurements of light transmission, magnification, exit pupil, and contrast rendition. The data of Duntley and Blackwell have been used to supply the factors due to the atmosphere and the human eye. A good agreement was observed between the ranges obtained in the field tests and those computed from the factors mentioned above. It is concluded that the performance of optical instruments in the field may be predicted accurately on the basis of "properly constructed laboratory tests."—*L. A. Riggs.*

3336. **De Waele, G.** **Kleurenblindheit en berepso-rienteering.** (Color blindness and vocational guidance.) *Vlaam. Opvoedk. Tijdschr.*, 1946, 26, 240-244; 305-310.—A general statement of the problem is presented. Among 600 young pupils in a professional school at Brugge the author found 9% color blind.—*R. Piret.*

3337. **Dorley, William G.** **An analysis of reflected glare.** *Illum. Engng. N. Y.*, 1948, 43, 85-103.—An analysis is made of the effect of glare on visual tasks in drawing rooms, schools, and offices. Glare produces either an increase of effort (with resulting fatigue) or a decrease of productivity; which occurs, depends on the extent to which the subject attempts a compensation for the imperfect situation. The detrimental effect of glare operates in 2 ways, by decreasing the contrast of figure and ground, or by serving as a bright source in peripheral vision. The peripheral stimulus reflexively produces a tendency to fixate; this tendency conflicting with the fixational requirement of performing the task.—*G. W. Knox.*

3338. **Dvorine, Israel.** (2328 Eutaw Place, Baltimore, Md.) **Dvorine Color Discrimination Screening Text.** *Amer. J. Optom.*, 1948, 25, 130-133.—Two-digit pseudo-isochromatic charts have been designed using the 2 color combinations found most confusing in the author's Testing and Training Charts,—orange and green, and purple and blue. A second set with different numerals is also provided.

Of 73 office patients and 206 college students, 27 failed both charts; none passed one while failing the other, but some experienced more difficulty with the purple and blue. The 9 patients who failed also failed more elaborate tests. Of the 18 students who failed, 14 had been aware of their color deficiency.—*M. R. Stoll.*

3339. **Gernandt, Bo.** (*Karolinska Institutet, Stockholm, Sweden.*) **Colour sensitivity, contrast and polarity of the retinal elements.** *J. Neurophysiol.*, 1947, 10, 303-308.—"The micro-electrode technique and the cat's retina have been used for a first analysis of the spectral sensitivity of well-isolated retinal elements during anodal and cathodal polarisation. It was found that, depending upon the polarity, different spectral regions were enhanced or depressed so that polarisation proved a convenient and very direct method of colour analysis. The on-elements were sensitive to short wave-lengths only, the off-elements to both long and short wave-lengths; the on-off-elements had humps or depressions in various regions. The regions in which enhancements or depressions chiefly occurred were (in the order enumerated) 0.520, 0.600, 0.470 and 0.570 μ , the humps in 0.600 μ being particularly large. The on- and off-components of the isolated spike of an on-off-element were often differentially sensitive to "contrasting" regions of the spectrum, suggesting that the two components are running in different but adjacent and well-synchronized fibres."—*W. D. Neff.*

3340. **Gernandt, Bo, & Granit, Ragnar.** (*Karolinska Institutet, Stockholm, Sweden.*) **Single fibre analysis of inhibition and the polarity of the retinal elements.** *J. Neurophysiol.*, 1947, 10, 295-301.—"Single fibre responses have been isolated from the nasal region of the cat's retina with the micro-electrode technique and tested by illumination and polarisation of the retina between fixed electrodes. The pure on-elements respond to threshold cathodal polarisation with an on-effect. An increase of current strength by some 30 per cent elicits a threshold anodal off-effect. The pure off-elements (inhibited by light) have opposite polarity. They respond to cathodal polarisation at the threshold with an off-effect, to anodal stimulation of the same strength with an on-effect (not elicitable by light). The on-off-elements are either "cathodal" or "anodal," depending upon their off/on-ratio determined by illumination at threshold strength. They are held to be combinations of on-paths and off-paths. The results form the basis of a simple explanation of the nature of inhibition in the retina in terms of the horizontal and amacrine cells."—*W. D. Neff.*

3341. **Hirsch, Monroe J., & Weymouth, Frank W.** (*School of Med., Stanford U., Calif.*) **Distance discrimination: VI. The relationship of visual acuity to distance discrimination.** *J. Aviat. Med.*, 1948, 19, 56-58.—"It is suggested that both visual acuity and distance discrimination seem to rest upon the same visual capacity, namely, the form sense and, probably specifically, on brightness discrimination.

Evidence of two sorts is presented. First, the correlation coefficient obtained between visual acuities and distance acuity for 315 subjects was .73. Second, the effect of illumination on distance discrimination thresholds (present author's data) and on visual acuity (Shlaer's data) is in close correspondence."—*A. Chapanis.*

3342. Philip, B. R. (Queen's U., Kingston, Canada.) **Generalization and central tendency in the discrimination of a series of stimuli.** *Canad. J. Psychol.*, 1947, 1, 196-204.—7 subjects made a prolonged series of judgments of the blueness or greenness of cards, tachistoscopically presented, of 11 proportions of dots of the 2 colors. The generalization curve of correct judgments was of the frequency type, extending to both limits of the series, leptokurtic, and slightly skewed. The theoretical significance of these findings is considered.—*F. W. Finger.*

3343. Sharpley, Forbes W. (Nuffield Laboratory of Ophthalmology, Oxford, Eng.) **The dark adaptation of coal miners suffering from nystagmus.** *Brit. J. Ophthalmol.*, 1948, 32, 199-204.—Strictly controlled dark adaptation tests were made on miners with nystagmus, and on 2 control groups. Only the final rod threshold was measured. The Hecht-Shlaer Model No. 3 dark adaptometer was used. For normal (non-miners) the final rod threshold increases continuously with age. All miners, whether certified as having nystagmus or not, had dark adaptation thresholds larger than the group of non-miners.—*M. A. Tinker.*

3344. Tournay, Auguste. **La fixation attentive du regard et ses dérèglements.** (The focusing of visual attention and its disorders.) *J. Psychol. norm. path.*, 1947, 40, 257-280.—Observations on patients who, without manifesting any incapacity for general attention or any evidence of fundamental sensory or motor defect, were incapable of fixating steadily certain visual stimuli lead the author to conclude that pyramidal cells in the striate area of the occipital lobes (OB gamma on Plate 80 in von Economo's Atlas) are involved in such disturbances. Although primarily motor the disorder has psychic repercussions inasmuch as spatial orientation depends heavily upon proprioceptive data.—*M. Sheehan.*

3345. Vilter, V. **Architectonique de la rétine nerveuse de la Carpe et théorie de la dualité des mécanismes de la photoperception visuelle.** (Neuronic architectonic of the retina of the Carp and theory of the duality of the mechanisms of visual photoperception.) *C. R. Soc. Biol. Paris*, 1947, 141, 348-350.—The eye of the Carp (*Cyprinus carpio*) realizes the classic type of retinal structure: The mosaic of photoreceptor elements is composed of very numerous rods among which are scattered cones which are appreciably more rare. This mosaic appears approximately uniform in the distribution of its constituents over the whole extent of the visual retina.—*F. C. Sumner.*

3346. Vilter, V. **Dissociation spatiale des champs photo-sensoriels à cônes et à bâtonnets chez un**

poisson marin, le *Callionymus lyra*. (Spatial dissociation of the photo-sensitive fields of cones and rods in a marine fish, *Callionymus lyra*.) *C. R. Soc. Biol. Paris*, 1947, 141, 344-346.—The theory of the duality of retinal mechanisms of photoreception is still much debated. This controversy results from difficulties involved in an objective exploration of the visual function. While in man the retina possesses a fovea constituted solely of cones, tests used on the cones of fovea have always been subjective. An excellent experimental subject for investigating the duality of the visual mechanism of vertebrates is a marine fish, *Callionymus lyra*, whose retina exhibits a remarkable spatial dissociation of retinal fields of cones and rods. The anatomical and histological organization of the retina of this fish is described and illustrated. The possibility of simultaneous study of the sensory, biochemical and electrical properties of cones and rods is obvious.—*F. C. Sumner.*

3347. Vilter, V. **Dissociation spatiale des cônes et des bâtonnets dans la rétine du *Callionyme* et ses relations avec l'architectonique neuronale de l'appareil visuel.** (Spatial dissociation of the cones and rods in the retina of *Callionymus* and its relations with the neuronic architectonic of the visual apparatus.) *C. R. Soc. Biol. Paris*, 1947, 141, 346-348.—The retina of the marine fish, *Callionymus lyra*, is characterized by a singular repartition of photoreceptors: the dorsal half is occupied solely by cones; the domain of the rods is restricted to the ventral retina. A graphic representation is given of the neuronic architectonic running from the dorsal retina to the ventral retina, showing four types of structures: cones, bipolar cells, ganglionic cells (all 3 highly predominant in dorsal retina), and rods.—*F. C. Sumner.*

[See also abstracts 3366, 3401, 3561, 3676.]

AUDITION

3348. Chocholle, R., & Segal, J. **Les battements binauraux.** (Binaural beats.) *C. R. Soc. Biol. Paris*, 1947, 141, 237-239.—Binaural beats have a very different behavior from monoaural beats. Simple experiments rule out the hypothesis of a parasitic aerial conduction to explain binaural beats. The authors believe the phenomenon is of central origin, that fibres coming from the two ears end by innervating a common neurone or else 2 adjacent neurones in close liaison with each other. The 2 afferent rhythms not being in phase, the impulses of one pathway fall necessarily into the refractory phase created by those of the other pathway, and from the fact of the inequality of the frequencies of excitation, it is either the one or the other of the two rhythms which will be suppressed or enfeebled by the refractory state of the common neurone. These binaural beats would therefore be modulations in frequency rather than modulations in intensity. This would explain the differences which they present in relations to monoaural beats.—*F. C. Sumner.*

3349. Chocholle, R., & Segal, J. Les sons de combinaison. (Combinational sounds.) *C. R. Soc. Biol. Paris*, 1947, 141, 9-11.—Rejecting the traditional explanation of combinational sounds as due to asymmetrical summation of the constituent sinusoidal waves, the author proposes the following hypothesis: the mixture of two frequencies of equal amplitude and whose difference does not exceed 100 per 100 produces a modulation in total amplitude. Only a very restricted zone of the basilar membrane will be acted on and will give birth to a sensation of high frequency; on the contrary, two large bands will be excited by intermittences, and will give birth to parcels of nerve impulses, succeeding one another in the cadence of modulations. These grouped impulses would engender a sensation of tonal pitch which would not correspond to the rhythm of the individual impulses but to the cadence of the groups. The quasi-totality of the stimulus acting through intermittences, one comprehends that the complex differential sound forms the main body of the sensation engendered by the mixture of the frequencies. It is the wave of high frequency which remains the real stimulus. The hypothesis renders account only of the appearance of sounds corresponding to differential frequencies of the first degree.—F. C. Sumner.

3350. Esser, Martinus H. M. The mechanism of the middle ear. II. The drum. *Bull. math. Biophys.*, 1947, 9, 75-91.—The ear drum is considered to be a thin circular membrane with radial and circular fibers, whose center is pulled inwards by the handle of the hammer. It is shown that such a membrane is equivalent to a rigid piston connected by a lever to the handle of the hammer, and subjected to elastic forces. The stability of the equivalent system is great, and the flexibility of the lever is very small. The lever is such that small pressures in the auditory canal are transformed into larger forces on the hammer. The leverage ratio increases with the tension of the tensor tympani and decreases with the number of circular fibers.—(Courtesy of *Biol. Abstr.*)

3351. Everest, F. Alton. (Moody Inst. of Science, Los Angeles, Calif.), Young, Robert W., & Johnson, Martin W. Acoustical characteristics of noise produced by snapping shrimp. *J. acoust. Soc. Amer.*, 1948, 20, 137-142.—The acoustic output of the snapping shrimp has been measured off the Southwestern and Southeastern coasts of the United States, the Hawaiian Islands, and several islands of the Southwest Pacific. Above a shrimp bed, the noise level is roughly independent of frequency, although there is a broad peak between 2 and 15 kc. The noise is 3 to 6 db greater at night than in daytime. Single snaps were found to have a spectrum comparable to that found over shrimp beds. A typical peak sound pressure at a distance of a meter from the single shrimp is of the order of 200 dynes/cm².—W. R. Garner.

3352. Frazier, T. V. (U. California, Los Angeles.), & Watson, N. A. Bone conduction threshold meas-

urements. *J. acoust. Soc. Amer.*, 1948, 20, 220.—Abstract.

3353. Kobrak, H. G. (U. Chicago, Ill.) Construction material of the sound conduction system of the human ear. *J. acoust. Soc. Amer.*, 1948, 20, 125-130.—The elastic properties of the middle ear are measured. The collagen fiber and the elastic fiber form membranes, ligaments, tendons, and articulations in the ear, and the behavior of each of these fiber systems is described. Three areas in the ear are distinguished according to their construction material and elasticity: (1) The lateral part of the ear, with ear drum, ligaments and articulations. Here the collagen fiber is dominant. (2) The window area, with round window membrane and the annular ligament, with elastic fiber dominant. (3) The inner ear, where elastic fibers are scarce. The linear displacement of the ear drum as a function of static pressure in the outer canal was also measured. Hammer rotation is linear but asymmetrical in relation to static pressures. (Abstract also on p. 220).—W. R. Garner.

3354. Licklider, J. C. R. (Harvard U., Cambridge, Mass.) The influence of interaural phase relations upon the masking of speech by white noise. *J. acoust. Soc. Amer.*, 1948, 20, 150-159.—The intelligibility of speech heard through earphones was determined as a function of the interaural phase relations of both the speech and a masking noise. Intelligibility was poorest when both speech and noise had the same interaural phase relations (both speech and noise in phase, or both out of phase at the two ears). Intelligibility was best when the interaural phase relations were different for the speech and noise (speech in phase, noise out of phase; or noise in phase, speech out of phase). When the noise was random in phase (two unrelated noises in the two ears separately) speech intelligibility was intermediate. The results can be interpreted in terms of the location of the speech and noise in phenomenal space. When noise or speech is out of phase at the two ears, the sound is localized out at the two ears. When they are in phase, the sound is localized in the center of the head. Whenever the speech and noise are in the same phenomenal space, intelligibility is poor. When speech and noise are in different areas, intelligibility is best.—W. R. Garner.

3355. Miller, George A. (Harvard U., Cambridge, Mass.) The perception of short bursts of noise. *J. acoust. Soc. Amer.*, 1948, 20, 160-170.—"Short bursts of random noise were used to study the perceptual growth and decay of the noise experience. . . . The threshold of hearing is lowered by increasing the duration of the noise up to durations at least as long as 1 sec. The loudness of an intense noise, however, depends upon its duration up to durations of only 65 msec. Judgments of the slowest rate of decay of a noise which sounded indistinguishable from an abrupt termination also led to the concept of a critical time of approximately 65 msec. for the sensation to decay to threshold from any steady magnitude of stimulation. From these data it is

inferred that the auditory system acts as if the growth and decay periods of the noise perception depend upon differences in latencies among the various neural paths in transmitting the cochlear activity to the higher centers in the brain. According to this hypothesis, the activity in the slowest pathways arrives at the higher center 65 msec. after the activity of the fastest pathways. By means of this hypothesis it was possible to predict the judgments of time of termination of noises in the two ears when the intensity of the noise differed between the ears."—W. R. Garner.

3356. Miller, George A., & Taylor, Walter G. (Harvard U., Cambridge, Mass.) **The perception of repeated bursts of noise.** *J. acoust. Soc. Amer.*, 1948, 20, 171-182.—An interrupted noise with a flat spectrum is heard as different from a steady noise at interruption rates well above 1000 per second, even though both interrupted and steady noise have the same spectrum. Differential sensitivity to the rate of interruption is good at low rates, but becomes very poor above 250 interruptions per second. Likewise, at the higher rates the observer is unable to match the interruption rate to the frequency of a pure tone. The hypothesis is presented that the ability of the ear to distinguish the interruptions depends on synchronous firing of the neurons. This hypothesis is supported by the similarity of data on differential sensitivity to changes in the frequency of a vibrating pressure applied to the skin.—W. R. Garner.

3357. [Miller, George A., Weiner, F. M., & Stevens, S. S.] (Harvard U., Cambridge, Mass.) **Transmission and reception of sounds under combat conditions.** Summary technical report of Division 17, NDRC., 1946. xi, 396 p. (Available from S. S. Stevens, Harvard U. \$3.00).—In addition to acoustic and electro-acoustic research and development, this volume summarizes the work of the psychologists at the Psycho-Acoustic Laboratory, Harvard University, during World War II. The topics covered are: noise reduction and the effect of loud noise on human efficiency; the general facts of audition; characteristics of human speech; articulation testing methods; factors affecting the recognizability of special vocabularies; effects of noise and distortion upon the perception of speech; computational procedures for predicting the performance of communication systems; test methods and equipment for communication research; special problems of radio communication; selecting and training talkers and listeners; the evaluation of hearing aids; special auditory signaling systems; and certain specific equipment problems. There is a glossary and a 9-page bibliography.—G. A. Miller.

3358. Pollack, Irwin. (Harvard U., Cambridge, Mass.) **The atonal interval.** *J. acoust. Soc. Amer.*, 1948, 20, 146-149.—"Thresholds for the detection of the presence of a sinusoidal signal (thresholds of audibility) and thresholds for the perception of the tonal character of the signal (thresholds of tonality) were determined by three listeners over a wide range of audible frequencies. At each of the fre-

quencies tested, the threshold of audibility was found to be significantly lower than the threshold of tonality. The difference between the two thresholds—the atonal interval—ranged from about 2.5 db at 500 cps to about 6.5 db at 4000 cps. Little difference was found between the variabilities of the two thresholds. Preliminary measurements indicated that acuity of frequency discrimination changes quite abruptly at the threshold of tonality. Below the threshold of tonality, frequency discrimination is very poor; above the threshold of tonality, frequency discrimination is markedly more acute."—W. R. Garner.

3359. Schafer, T. H., & Gales, R. S. (U. S. Navy Electronics Lab., San Diego, Calif.) **Auditory masking of pairs of tones by random noise.** *J. acoust. Soc. Amer.*, 1948, 20, 221.—Abstract.

3360. Watson, Norman A. (U. California, Los Angeles.) **Most comfortable listening levels for pure tones.** *J. acoust. Soc. Amer.*, 1948, 20, 220.—Abstract.

[See also abstract 3581.]

RESPONSE PROCESSES

3361. Atwell, William O., & Elbel, Edwin R. (U. Kansas, Lawrence.) **Reaction time of male high school students in 14-17 year age groups.** *Res. Quart. Amer. Ass. Hlth*, 1948, 19, 22-29.—This study reports the results obtained on 247 male high school students ranging in age from 14 to 17 years, in an attempt to determine whether a significant difference in simple reaction time exists between different age groups. The evidence obtained leads the authors to conclude that: (1) "A slight difference exists between hand response time for each high school group with the tendency for more rapid response with increase in age. The differences between age groups are not statistically significant." (2) "A slight difference exists between the means for the body-response time for each high school age group. There is a tendency for reaction time to improve with increasing age, with the exception of the 15-year age group." None of the mean difference is statistically different. (3) When compared with a similar study on university students "the mean for hand response time for each high school group differs significantly from the mean of the university group." (4) "... the difference between the mean body-responses for all high school students is not significantly different from the mean for all university students." (5) "Significant but low correlation between hand and body responses for each group."—M. A. Seidenfeld.

3362. Chauvin, Rémy. **Le retour au gîte (homing) chez "Carausius morosus."** (The homing tendency in "Carausius morosus.") *J. Psychol. norm. path.*, 1947, 40, 281-292.—Adequate evidence of a homing tendency was found in 35% of these stick-and-leaf insects when the shape, color, position, odor-traces and visibility of the posts in the experimental aquarium were varied. Tactile cues were found to be the

dominant factors in a gestalt including olfactory and visual determinants—the last contributing relatively little to the insects' capacity to recognize the home post. The significance of the homing phenomenon is greater inasmuch as *Carausius morosus* assumes protective coloring corresponding to his diurnal environment and remains immobile until he begins his nocturnal foraging.—*M. Sheehan*.

3363. **Martins, Thales, & Valle, J. R.** *L'attitude de miction du chien et les hormones sexuelles; expériences sur des femelles.* (Posture in micturition of the dog and sexual hormones; experiments on females.) *C. R. Soc. Biol. Paris*, 1947, **141**, 623-626.—Female dogs castrated at age of 30 to 43 days show no alteration in the posture of micturition from normal females. When castrated at age of 30 to 64 days and treated with testosterone, no change in posture of micturition was observed. When new born dogs are treated with propionate of testosterone, some at 3 to 31 months take female posture, others the male posture, and still others take either posture in micturition.—*F. C. Sumner*.

3364. **Martins, Thales, & Valle, J. R.** *L'attitude de miction du chien et les hormones sexuelles; expériences sur des mâles.* (Posture in micturition of the dog and sexual hormones; experiments on males.) *C. R. Soc. Biol. Paris*, 1947, **141**, 620-623.—Precocious castration in the male dog prevents the passage from the infantile posture to that characteristic of the adult male in micturition. Injection of testosterone in the castrated male dog provokes a change in behavior, the animal now taking the adult posture which can commence prematurely in infantile animals. The same result can be obtained in the male treated with benzoate of oestradiol.—*F. C. Sumner*.

3365. **Shaw, Robert S.** (*Aero Medical Laboratories, Wright Field, Dayton, O.*) *Human tolerance to negative acceleration of short duration.* *J. Aviat. Med.*, 1948, **19**, 39-44.—On the basis of earlier experiments it has generally been concluded that exposure to negative g-forces greater than -3g is hazardous. The author's experiments show that seated human subjects can tolerate considerably more than -3g if the duration of the acceleration is less than 0.3 seconds. Up to -7g can be tolerated without injury for exposures of 0.1 seconds or less.—*A. Chapanis*.

3366. **Smith, G. M.** (*City College, New York.*) *The differential effect of prolonged mild anoxia on sensory and sensory-motor reactions and on such subjective states as sleepiness, irritability and boredom.* *J. gen. Psychol.*, 1948, **38**, 3-14.—Scattered results from 3 earlier papers on mild anoxia are brought together. Effects of an 8-hour exposure to a simulated altitude of 10,000 feet in a nitrogen dilution chamber are described. On the whole there is a progressive loss in efficiency and poorer emotional adjustment with prolongation of exposure. Change in the size of the angioscotoma is the most sensitive indicator of oxygen lack. Auditory efficiency decreased but showed an end-spurt effect as did meas-

ures of mood, motivation, etc. There was no loss in the Minnesota Block Test.—*B. R. Bugelski*.

3367. **Solomon, Richard L.** (*Harvard U., Cambridge, Mass.*) *The influence of work on behavior.* *Psychol. Bull.*, 1948, **45**, 1-40.—With the assumption that response-produced effects can serve both as drive, or motivating stimulation, and as cue stimulation, 4 categories of experimentation in the literature have been unified. The areas of experimentation included are: (1) studies of "the law of least effort," (2) studies varying effort-per-unit-of-time in conditioning and learning, (3) studies on avoidance of repetition of responses, and (4) studies of the role of kinaesthesia in the control of behavior. In the light of theoretical considerations, lines of future research are suggested to fill some of the gaps in the formulation. 97-item bibliography.—*S. Ross*.

3368. **Wells, F. L.** (*Harvard U., Cambridge, Mass.*) *Behavior notes on C. conica: orientation and individual differences.* *J. genet. Psychol.*, 1947, **71**, 195-199.—Results are presented from the systematic observation of 2 spiders of the species *C. conica* with respect to the effect of disturbance on orientation, changes in behavior due to buzzer and tuning fork vibrations, feeding patterns, and nest building.—*R. B. Ammons*.

3369. **Wendt, G. R.** (*U. Rochester, N. Y.*) *Of what importance are psychological factors in motion sickness?* *J. Aviat. Med.*, 1948, **19**, 24-33.—The author reviews and criticizes a number of researches which purport to show that anxiety or fear is a primary factor in the production of motion sickness. He concludes that the importance of psychological factors in motion sickness has been vastly overrated and that physical and physiological factors are of much more practical importance. Laboratory studies show that "nonpsychological factors such as the character of the motion, the posture of the head, and the physiological state [of the subject] as affected by drugs are demonstrably major determiners of motion sickness rates." 19 references.—*A. Chapanis*.

COMPLEX PROCESSES AND ORGANIZATIONS

3370. **Fabre, R., & Rougier, G.** *Sur l'apparition d'une activité psychologique inconsciente au cours de l'anoxie subtotale.* (On the appearance of an unconscious psychological activity in the course of subtotal anoxia.) *C. R. Soc. Biol. Paris*, 1947, **141**, 77-78.—An experiment is reported in which simple commands and questions were given the subject to execute and to answer in an intermediate phase between the loss of consciousness and complete anoxic coma. The tasks were executed and the questions answered by the subject correctly in this subtotal anoxic state. On return to consciousness there is preserved sometimes a vague memory which does not go as far as a recall of whether or not he executed the orders. The author concludes that in the subtotal anoxic state the subject remains capable of

appreciable psychological activity, that everything takes place as if the psychophysiological mechanism had developed itself solely in the domain of the unconscious.—F. C. Sumner.

3371. Fernberger, Samuel W. (U. Pennsylvania, Philadelphia.) **Persistence of stereotypes concerning sex differences.** *J. abnorm. soc. Psychol.*, 1948, 43, 97-101.—A popular quiz on 16 sex differences of ability or behavior was answered by graduate students and by members of an elementary psychology class a few days after a lecture on the lack of proof of sex differences. A majority of students believed in the stereotypes, with men and women agreeing on most items, including the general superiority of the male. Intellectual appeals are ineffective in changing emotionally rooted stereotypes.—C. M. Harsh.

3372. Guilford, J. P. (U. Southern California, Los Angeles.) **Factor analysis in a test-development program.** *Psychol. Rev.*, 1948, 55, 79-94.—Limitations of tests developed on the basis of the work-sample principle and of tests based upon psychological job analysis are given. "The factor-analysis approach to the problems of test development is proposed because it provides a rational, objective procedure and a meaningful, operationally defined, and dependable set of reference categories." 8 advantages for the factor-analysis approach are presented.—M. A. Tinker.

3373. Hsü, E. H. (Catholic U., Washington, D. C.) **An experimental study on "mental numbers" and a new application.** *J. gen. Psychol.* 1948, 38, 57-67.—The hypothesis that "in nature the order of numbers is geometric and that it is only the human mind that counts arithmetically" was tested by asking 1044 student subjects to write down a completely arbitrary four-digit number. Frequency distributions of the first digit indicate that the Fechner formula or Benford's "Law of Anomalous Numbers" does not hold.—B. R. Bugelski.

3374. Rapp, Albert. (U. Tennessee, Knoxville.) **The dawn of humor.** *Classical J.*, 1948, 43, 275-280.—The origin of humor can be traced in literature to at least Homeric times. The author illustrates evidences of humor in the *Illiad* and *Odyssey*. The analysis leads to a definition of humor as "a blend of ridicule and affection, with the latter dominant." Humor appears to be first between the parent and child, and from this relationship extends slowly in other directions.—C. M. Louttit.

3375. Sorokin, Pitirim A. (Harvard U., Cambridge, Mass.) **Factors of altruism and egoism.** *Sociol. soc. Res.*, 1948, 32, 675-678.—"Intelligence . . . does not appear to be a significant factor in making human beings either altruistic or egoistic." Whether intelligence does or does not operate to serve altruism depends on environmental factors. Unless an ideology is consistently practiced it does not become an effective factor of altruism and egoism, hence a professed ideology is relatively unimportant as an index of a person's altruism or egoism.—J. E. Horrocks.

[See also abstracts 3300, 3366, 3641.]

LEARNING & MEMORY

3376. Dutton, Eugene. **An experimental investigation of association and dissociation in learning.** *J. educ. Psychol.*, 1948, 39, 1-18.—In a learning situation devised to reduce association and dissociation to a minimum, subjects were asked to locate correct "bull's-eyes" by putting dowels into holes indicated on a separate symbolic field. Association was increased by repetition, dissociation by patterns on the field. Both factors proved helpful in improving the learning score, but the two combined proved far superior to the sum of their separate contributions. It is concluded also that association and dissociation are mutually dependent and covariant, that they are not causally related, and that neither has priority over the other in learning.—E. B. Mallory.

3377. Funderburk, William H., & Case, Theodore J. (U. Chicago, Ill.) **Effect of parasympathetic drugs on the conditioned response.** *J. Neurophysiol.*, 1947, 10, 179-187.—"The effect of increased intrinsic acetylcholine on the central nervous system has been studied by means of the conditioned response. Eserine, prostigmine, atropine, magnesium sulfate, and pilocarpine were used. Only eserine and prostigmine affected the conditioned response; the latter appeared to alter the response by producing discomfort due to increased intestinal activity. Eserine abolished the conditioned response for as long as 2 hours, presumably due to the increased acetylcholine in the brain. Magnesium sulfate and atropine each prevent the action of eserine. Pilocarpine exerts a transitory depression and later may facilitate the conditioned response. Acetylcholine exerts a profound effect on the central nervous system, as indicated by the extinction of the conditioned response—but the mechanism for this action remains obscure."—W. D. Neff.

3378. Gilliland, A. R. (Northwestern U., Evanston, Ill.) **The rate of forgetting.** *J. educ. Psychol.*, 1948, 39, 19-26.—Equivalent sets of questions, based on items which are visible on Seashore memory cards, were used to test recall. Subjects were tested immediately after the original presentation, and 48 hours, 7 days, and 30 days later. The resulting forgetting curve, based on % of immediate memory later retained, fell off comparatively slowly. One group of subjects, for instance, after 48 hours recalled 85% of what was recalled immediately after seeing the picture. The differences between this curve and the steeper one found by Ebbinghaus may be due to the differences between logical concrete material and nonsense syllable material, and to length of series. Ebbinghaus' picture of forgetting is unduly pessimistic since ordinary learning approaches more nearly to the conditions of this experiment than to those in the experimental work of Ebbinghaus. 25 references.—E. B. Mallory.

3379. Welch, Livingston. (Hunter Coll., New York.) **The transition from simple to complex forms of learning.** *J. genet. Psychol.*, 1947, 71, 223-

251.—The dichotomy between problem solving and reasoning is rejected in favor of a treatment in terms of increasing complexity of learning processes. Included are factors pertaining to the stimulus configuration itself; number and efficiency of such mental processes as perception, memory, and recall; the time element; and the conditions of learning. An analysis of the operation of these factors in learning of increasing complexity is presented in some detail.—R. B. Ammons.

[See also abstracts 3272, 3519.]

THINKING & IMAGINATION

3380. Ey, Henri. *Théorie de l'identité du rêve et de la pensée délirante*. (A theory on the identity of dreams and disturbed thinkings.) *J. Psychol. norm. path.*, 1947, 40, 347-368.—Opposing both mechanistic and psychogenic theories of dreams and psychoneurotic and psychotic symptoms, the author offers a psychiatric theory based on the principles of Hughlings Jackson which would account for these phenomena within a common framework. Immanent in man's consciousness is a substratum of images representing his memories, wishes, etc. (the unconscious). Normally held in check, though utilized in the integrated functioning of the mind, this "sedimentation" may be released in varying degrees depending upon the level of dissolution which affects the field of consciousness. Sleep or the disease process may be regarded as the negative disorder, the resulting dream or symptom representing the positive aspect of the interference with the normal "trajectory of the personality." The dream, neurotic or psychotic symptom is that which is left of the personality when consciousness, the integrating principle dissolves and is itself engulfed in the world of images which forms the substratum of the mind.—M. Sheehan.

[See also abstract 3386.]

INTELLIGENCE

3381. Davis, W. Allison, & Havighurst, Robert J. (U. Chicago, Ill.) *The measurement of mental systems*. (Can intelligence be measured?) *Sci. Mon.*, N. Y., 1948, 66, 301-316.—To compare the capacity of different individuals to learn, test situations and problems with which they have equal experience must be used. But an individual of given socioeconomic status has a "particular cultural experience, training, and motivation, which have developed certain areas of his mental behavior and certain skills more than others." Thus, testmakers must "... sample a far wider range of mental activities and thus greatly reduce the importance now given to academic types of problems ... [and] ... chose problems that are equally common and equally motivating to all socioeconomic groups, and ... express these problems in symbols that are culturally common." A brief critical review and discussion is offered of the methods in use for select-

ing problem-solving areas and items, and validating the latter, with reference to cultural influences on problem-solving. Preliminary results are reported on continuing large-scale research under the authors' direction "to measure the relative success attained by different socioeconomic groups of pupils on the specific questions in eight of the most widely used group tests of general intelligence."—B. R. Fisher.

3382. Rimoldi, H. J. A. (U. Chicago, Ill.) *Study of some factors related to intelligence*. *Psychometrika*, 1948, 13, 27-46.—Five of 7 factors obtained from 19 tests were identifiable as follows: D, right-left; B, perception of relations in construction of wholes; C, difficulties involved in constructing a Gestalt; F, speed of perception; E immediate memory factor. Some of them are similar to certain factors described by Thurstone and by Mieli. 24 references.—M. O. Wilson.

[See also abstracts 3427, 3454, 3465, 3525.]

PERSONALITY

3383. Brower, Daniel. (New York U.) *The relations of visuo-motor conflict to personality traits and cardio-vascular activity*. *J. gen. Psychol.*, 1948, 38, 69-99.—The possibility of using the mirror-drawing test (Snoddy star-tracing test) as a clinical instrument was investigated by correlating time and error scores with a wide range of physiological measures and personality tests. Projective tests were intensively studied. The mirror drawing task is considered a form of experimentally induced visuo-motor conflict producing emotional activity. Pulse rate was highly sensitive to visuo-motor effects. Intelligent subjects maintained superiority in mirror tracing. The Psychasthenic and Question Mark categories of the Minnesota Personality Inventory were consistent correlates of the Snoddy performance. Introversion directional trends in the Rorschach are inversely related to Snoddy scores. Additional tentative correlations for the Rorschach and Thematic Apperception Tests are listed. 56 references.—B. R. Bugelski.

3384. Harding, Lowry W. (Ohio State U., Columbus.) *Experimental comparisons between generalizations and problems as indices of value*. *J. gen. Psychol.*, 1948, 38, 31-50.—Current tests of the total personality type are too academic and abstract and need to be supplemented by problem or action types of tests which are closer to the present or future realities facing those being studied. A comparison was made between 2 forms of tests designed to study the same 5 general issues: desirable social organization, final causation, role of the individual in society, desirability of social transition, and the nature of the learning process. In the generalization form subjects showed a false, verbal consistency, which they did not maintain in problem situations. Specious understanding of terms results in endorsements of generalizations which are not supported in the problems test. People tend to

be liberal on broad and remote issues but biased on particular problems. Both types of tests should be used to complement each other. 28 references.—*B. R. Bugelski.*

3385. **Klugman, Samuel F.** (1122 Hellerman St., Philadelphia, Pa.) **Emotional stability and level of aspiration.** *J. gen. Psychol.*, 1948, **38**, 101-118.—The Rotter Aspiration Board was used in an attempt to develop new methods of scoring and to determine its possible use as a personality study technique. Some relation was found between performance on a modified Rotter Board and emotional stability as measured by the McFarland and Seitz Psychosomatic Inventory. The following measures were used: Learning, Range of Aspiration and Performance, number of and unusual shifts, time, attainment discrepancy adjustment, miscues, positive goal discrepancy, rigidity, evaluation time, success. Lewin's conclusion that level of aspiration is usually above performance on introduction to an aspiration situation is not supported. Subjects did tend, however, to keep goal discrepancy positive. Comparisons are made with results on the original Rotter Board and with studies by Gould and Sears. 30 references.—*B. R. Bugelski.*

[See also abstracts 3454, 3457, 3462.]

AESTHETICS

3386. **Pasquasy, R.** **L'eidétisme dans "Le Grand Meaulnes."** (Eidetic imagery in "Le Grand Meaulnes.") *Cah. Pédag., Univ. Liège*, 1947, **7**, 102-109.—In a study of eidetic imagery in the French novel, *Le Grand Meaulnes* of Alain Fournier, auditory and olfactory images are especially clear but an absolutely pure eidetic type is out of the question.—*R. Piret.*

DEVELOPMENTAL PSYCHOLOGY

CHILDHOOD & ADOLESCENCE

3387. **Beckes, Isaac.** **Emotions in the religious development of young people.** *Religious Educ.*, 1947, **42**, 281-284.—Motivation for learning and growth rises from adequate emotional appeal. Religious programs are often stereotyped and fail to gain emotional response. Young people desire new experiences, awareness of the presence of God, to be useful and altruistic, to participate responsibly, to belong to a wholesome fellowship, to understand accepted religious affirmations, to enjoy democratic religious authority rather than moral chaos. The Youth for Christ International had the dramatic appeal of mass meetings but failed to satisfy the need for a rational faith and offended by sensational methods. Emotion cannot be separated from normal religious experience. The tendency has been to overstimulate or understimulate adolescent emotions. If religious leaders are too busy to nurture emotion effectively young people will increasingly be absent from church activities.—*P. E. Johnson.*

3388. **De, Nagendranath.** (*Carmichael Med. Coll. Hosp., Calcutta, India.*) **Mental hygiene for children.** *Calcutta med. J.*, 1947, **44**, 153-158.—This brief exposition of mental hygiene principles as relating to child care falls into 2 parts: eugenics and eugenics. The latter covers prenatal as well as natal mental hygiene, the mental hygiene of the first year of life, of preschool age (1-5 years) and school age (5-15 years).—*F. C. Sumner.*

3389. **Dreikurs, Rudolf.** **The challenge of parenthood.** New York: Duell, Sloan & Pearce, 1948. xvi, 334 p. \$3.50.—Designed primarily to serve as a guide to aid parents in circumventing many of the common pitfalls in their relationships with their children, this book deals with such problems as the parental situation, particularly with reference to their qualifications and preparedness for educating their children, problems of the child in making secure and holding his place in the family. Discussions of the most efficient training methods and the more common training mistakes such as spoiling and overindulgence, neglect, retaliative procedures, etc., are included. Numerous examples of specific training problems found in many homes are presented and some solutions suggested. Finally, problems of the more severely mal-adjusted children characterized by active and/or passive destructiveness, by striving for power, by revengeful procedures, and those more rarely seen in children with frank psychic illness. Case illustrations are included throughout the book.—*M. A. Seidenfeld.*

3390. **Eppich, Ethel D., & Jenkins, Alma C.** **Telling adopted children.** In *Meyer, G., Studies of children*, (see 22: 3396), 96-129.—28 parents were interviewed to determine how they explained to their adopted children the facts and circumstances of their adoptions. All of the parents fully recognized the need for telling their children that they were adopted, and none wanted to risk the child's discovery of this fact through outside sources. "The initial explanation was given to almost every adopted child during the nursery years. In general the children . . . did not spontaneously seek out information about their backgrounds or the details of their adoptions." Illustrative case histories are included.—*J. L. Gewirtz.*

3391. **Gordon, Harry H.** (*U. Colorado, Medical Center, Denver.*) **Endocrine problems in adolescence.** *Rocky Mtn med. J.*, 1948, **45**, 127-133.—Obesity, short stature, tall stature, gonadal disorders, gynecomastia and thyroid disturbances are endocrine problems in adolescence discussed here. The author takes the position that the majority of endocrine disturbances of adolescence are not inherent, but rather due to environmental factors, particularly to emotional maladjustment, and are to be helped not by endocrine therapy but by sympathetic understanding and good general hygiene.—*F. C. Sumner.*

3392. **Hemming, James, & Balls, Josephine.** **The child is right.** New York: Longmans, 1947. xiii, 176 p.—The actual case-studies presented emphasize the understanding of the psychology of

childhood and its behavior ramifications. The ideas given are in non-technical language and aim to aid adults in guiding the mental hygiene of children. Its particular aim is to help parents toward the right attitude to their children from the nursery years through adolescence. The examples given illustrate behavior under a variety of circumstances, explain the behavior, and offer patterns of correct attitude and general adjustment on the part of parents which will lead to solutions for particular problems.—*D. Everett.*

3393. Hygen, Johan B. *Kristendomsopplaeringen og barnesinnet*. (The teachings of Christianity and its sin against children.) *Menneske og Miljø*, 1947, 2, 3-13.—The contents of a book by Ragne Solås, are the basis of this article. The book deals with a girl who is treated as an adult by adults, and as a result, she becomes very maladjusted. Consistent misinformation is given to her concerning sex, her dreams and other topics which are taboo in Christian teaching. She passes through the adolescent stage with no sex education and meets many conflicts. The author recommends idealism, but with truth. The home and school can create good adjustment or maladjustment, according to its teachings and atmosphere. Lack of discipline found in both of these is deplored, and religious teachings are recommended as a means of avoiding conflicts. At present, plans in Norway will include religious education in the schools, which, the author feels, will mean great progress and will result in the desired philosophy of life.—*O. I. Jacobsen.*

3394. Lundberg, Emma Octavia. *Unto the least of these; social services for children*. New York: D. Appleton-Century, 1947. xi, 424 p. \$3.75.—Assessment of the number of children who need various social services forms the introduction to this book which outlines the history, present status, and future developments in this area of human welfare. The author was a former official of the Children's Bureau and was active in the history of children's social welfare in this country. From these vantage points she traces briefly the personalities, services, and institutions contributing to the "tapestry of social welfare." The Social Security Act and other measures where the Federal government has been active in connection with state and local programs of child welfare are given particular consideration. Walter E. Fernald, Hastings Hornell Hart, Julia C. Lathrop, Grace Abbott, James E. West, William Healy, Sophonisba P. Breckinridge, and Homer Folks are among the 20 personalities sketched in some detail. Trends in child care, the control of juvenile delinquency, and the legal foundations of social action are also depicted. A final word concerns Federal leadership, the organizations and the planning needed for the future welfare of children and youth. A 12 page reading list is appended as "supplementary reading" for various subjects discussed in the body of the book.—*S. O. Roberts.*

3395. McCormick, Rea H. *The adopting parent sees the child*. In Meyer, G., *Studies of children*.

(see 22: 3396), 133-146.—This study examines and attempts to interpret the emotional reactions of the adopting parent during her first meeting with the child. In the illustrations discussed can be seen common patterns of reactions which include pain, anxiety, shock, rejection, and ambivalence. For adopting mothers who have looked forward to this event as a happy fulfillment of their desire for a child these reactions are disturbing, and the understanding of a skilled case worker is needed in helping them through this experience.—*J. L. Gewirtz.*

3396. Meyer, Gladys. [Ed.] *Studies of children*. New York: King's Crown Press, 1948. vi, 176 p. \$2.50.—A collection of 8 studies by students of the N. Y. School of Social Work. Subjects and abstract numbers in this issue are: (1) Psychological problems of pre-school children, (3497); (2) An experiment in story-telling, (3448); (3) The single woman as a foster mother, (3493); (4) Telling adopted children, (3390); (5) The adopting parent sees the child, (3395); (6) Day nursery care for two-year olds, (3402); (7) Girls involved in sex offenses, (3543); and (8) Babies in search of a home, (3489).—*J. L. Gewirtz.*

3397. Montagu, M. F. Ashley. (Hahnemann Med. Coll. & Hosp., Philadelphia, Pa.) *Human values and family policy*. *Marriage Fam. Living*, 1948, 10, 5; 11.—The author believes our changing society requires new or different values. These must be based in human relations rather than economics. Primary function of the school should be training in human relations, and content subjects should be secondary to this purpose. Parents and school must cooperate in training children "in the principles and practice of human relations."—*L. H. McCabe.*

3398. Muhsam, H. V. *Correlation in growth*. *Hum. Biol.*, 1947, 19, 260-269.—Because norms for the growth of school children represent a "series of averages" rather than true norms of development and because previous correlation studies have failed to consider the influence of height and weight variables at any one age upon measurements at a later time, the author reanalyzes Wilson's (1935) data by correlating increases from year to year. Selected results follow: (1) Growth during different periods studied is "compensatory," i.e., girls growing more than average during a certain period grow less than average during another period. (2) Growth of girls, within the range studied by Wilson, can be divided into 2 periods, one in late childhood and the second during puberty. Evidence shows that those who grow much during one year of a period, grow much during the whole period, with the converse also being true. (3) Growth in weight and the effect of compensation begin 1 to 2 years later than for growth in height. These and other results are considered briefly in relation to statistical method and to theory.—*L. A. Pennington.*

3399. Murray, John M. *Normal personality development*. In Witmer, H. L., *Teaching psychotherapeutic medicine*, (see 22: 3487), 79-106.—In

order to understand the psychology of the child and of the adult, it is necessary to see the relationship between the practical things the child needs for survival and the emotional constellations centered around his biological needs. It is the frustration of these emotional needs that brings about the types of behavior upon which later neurotic symptomatology is based. Briefly described are the phases of the gastrointestinal and the genital stages, in terms of their practical and emotional implications; the child's progress from a somatic to an ideational stage in his experience of emotional gratifications; the character of this "ideational" or "latency" period; the psychological changes of puberty and adolescence, with their attendant conflicts and repressions, newfound identifications, and sublimations. Discussion.—S. S. Spivack.

3400. National Society for Crippled Children and Adults. **A bibliography on camping with handicapped children.** Chicago, Ill.: The Society, 1948. 15 p. (mimeo.)—This list includes 107 annotated references on the problems of camping for children with mental and physical handicaps.—C. M. Louttit.

3401. Piaget, Jean, Inhelder Bärbel. **La représentation de l'espace chez l'enfant.** (Representation of space by the child.) Paris: Presses Universitaires de France, 1948. 581 p. 600 frs.—The authors believe that the genetic development of space perception in the child follows a geometrical order; the concepts of topological space are first developed and these are followed by the concepts of projective and euclidean space. The method of investigation employed was to ask the child to reproduce articles having various geometrical properties and to answer questions concerning the task. Stages in the development of spatial concepts could then be distinguished from these data. The first 5 chapters are devoted to the development in the child of the intuitive topological concepts of nearness, separation, order, enclosing, and continuation. The second section of the book deals with development of projective and euclidean concepts—figures in relation to each other or in a projective or coordinate system. The concepts of perspective, volume and metric are discussed. The third section of the book is concerned with miscellaneous problems related to the transition from projective space to euclidean space. The authors believe that spatial perception is built by up direct contact and dealing with objects; images may arise in the absence of the object.—D. A. Gordon.

3402. Plowman, Gisela Julia. **Day nursery care for two-year olds.** In Meyer, G., *Studies of children.* (see 22: 3396), 147-156.—This study of 11 children, aged 24-31 mos., was undertaken to determine some of the factors responsible for 2 yr. old nursery school adjustment. The nursery "seems to contribute most . . . to those children who, because of their early and present home and mothering experiences, have felt loved and secure in relation to persons and objects in their environment." It is suggested that smaller groups and shorter school days would

more adequately meet the needs of the 2 yr. olds studied.—J. L. Gewirtz.

3403. Rowland, Loyd W. (Louisiana Society for Mental Health, New Orleans, La.) **A mental health project in Louisiana.** *Amer. J. ment. Def.*, 1947, 52, 178-181.—The state of Louisiana has instituted a mental health project for the parents of first born children. The author reports the details of this project emphasizing that parents of first children constitute a strategic group upon which educators in mental health may well center their effort. It is believed that the dissatisfaction of young parents with their own methods is probably most acute during the first year. It is further pointed out that if one works with this group during the first year of the first child's life, he will, of course, be working with a new group each year. Finally the entire parent population will soon be touched because all parents in a given geographical area must perforce be parents of first born children. The program consists in the distribution of 12 mental health pamphlets, one each month, to the parents of first born children during the first year of the child's life. Every effort has been made to include topics of most importance to mental health and anticipation of problems has been featured as well.—V. M. Staudt.

3404. Sandven, Johs. **Barnets sjelelige utvikling i førskolealderen.** (Mental development of the child of preschool age.) *Norsk pedagog. Tidskr.*, 1947, 31, 129-145.—This is a popular exposition of some points in the mental development of the preschool child. 17 references.—M. L. Reymert.

3405. Simonsen, Kathrine. **Følelseslivets utvikling i overgangsalderen.** (The development of the emotional life in adolescence.) *Norsk pedagog. Tidskr.*, 1947, 31, 146-159.—This is a popular presentation of certain developmental items in the emotional life of adolescents.—M. L. Reymert.

3406. Solomon, Philip. (416 North Bedford Drive, Beverly Hills, Calif.) **Emotional maturity.** *Ann. West. Med. Surg.*, 1948, 2, 12-15.—Ages of maturity have been set as follows: sexual at 12; ritual at 13; intellectual at 14; educational at 16; moral at 18; legal at 21. Ages of financial, economic, vocational and social maturity are later. The question here is the age of emotional maturity and what are the basic features of emotional maturity. The first mark of emotional maturity is *independence* (emotional independence from parents) which normally comes about 18, prematurely in rejected children or in the case of overbearing parents, belatedly, if ever, in the case of abnormal parent fixation, oversolicitude of parents or "smother love." The second mark of emotional maturity is that of *realism* which lies in the middle of the road between over-optimism and over-pessimism and whose age has not yet been determined. The third mark of emotional maturity is *self-control* gradually increasing up to 20 to 40.—F. C. Sumner.

3407. Tramer, M. (Beobachtungsstation "Gott-helf-Haus," Bern, Switzerland.) **Das Seelenleben**

des Jugendlichen; seine Eigenart und Schwierigkeiten. (The soul-life of youth; its peculiarity and difficulties.) Schwarzenburg: Verlag Gerber-Buchdruck, 1947. 111 p. 5.30 S. fr.—This is the second volume of a popular series, entitled *Lebensprobleme der Gegenwart* (vital problems of the present day) written primarily for parents, teachers, clergymen and others who deal with young people. The major part is devoted to both the physical aspects as well as the psychological concomitants of the earlier period, puberty, and the following stage, adolescence. Typical topics discussed are: development of adult physical characteristics, changes in general conduct, sex interests, vocational choice, ethical and religious attitudes, etc. A brief chapter contains 5 samples of sex difficulties in youth encountered by the author in his practice. The last chapter discusses juvenile vagrancy, its motives and forms. A distinction between a normal drive for hiking in groups (scouting) or for educational purposes (journeymen) and the aimless roaming of wayward youth is made, the latter originating from the affective lability of adolescence under the aggravation of disastrous social conditions. Throughout the book practical hints for dealing with certain problems of youth are interspersed.—R. Lassner.

3408. **Wattenberg, William W.** (Wayne U., Detroit, Mich.) **Mobile children need help.** *Educ. Forum*, 1948, 12, 335-342.—Among the factors which have significance in the development of maladjusted behavior in children is that of mobility. In the relatively stable period between 1935 and 1940, 11% of children of elementary school age, and 9% of high school age had at least one change in residence between cities or counties. The author analyzes certain details of these migration figures and discusses the possible problems presented to children in making new social and personal adjustments. With such extensive migration it is pointed out that the schools play a very important part in the child's adjustment, and therefore should make a special effort to facilitate his social acceptance.—C. M. Louttit.

[See also abstracts 3448, 3465, 3586.]

MATURITY & OLD AGE

3409. **Fox, Charlotte.** (Northwestern U., Evanston, Ill.) **Vocabulary ability in later maturity.** *J. educ. Psychol.*, 1947, 38, 482-492.—Since in determining degree of mental deterioration it is current usage to measure vocabulary as an indication of maximal intellectual functioning, there is need to investigate the size and other characteristics of the vocabularies of older normal persons. No statistically significant differences were found between vocabulary test scores of persons in the decades 70-79 and 40-49. Procedures should be adapted to the group tested. For many aged persons group testing is possible, but individual testing will give a more accurate estimate of maximal functioning. 15 references.—E. B. Mallory.

3410. **Moore, Elon H.** (U. Oregon, Eugene.) **Industrial workers in retirement.** *Social. soc. Res.*, 1948, 32, 691-696.—47 retirants were graded on the basis of degrees of satisfaction with retirement as excellently adjusted, satisfied, uncertain, or dissatisfied. The excellently adjusted group as compared with the dissatisfied group were found to be more apt to have retired voluntarily, to have looked forward to retirement, to be better off financially and to have wives who were better satisfied. Activity appears to be a significant factor in the good adjustment of the retired person. There appeared to be no positive correlation between the degree of satisfaction and number of children or grandchildren or between degree of satisfaction and whether or not the retirant had moved to a new location after retirement. Personal comment of some of the retirants on various issues of retirement is included.—J. E. Horrocks.

SOCIAL PSYCHOLOGY

3411. **Baumgarten, Franciska.** **Demokrati og Karakter.** (Democracy and character.) *Menneske og Miljø*, 1947, 2, 82-84.—Much has been said and written about the merits of democracy, but very little about the character of the people, and how this may be molded or influenced by democracy, as compared to those living where there is no freedom. The satisfaction and well-being of a democratic country should definitely influence the character of its peoples. Examples are given of characters in democracies, and of those countries lacking liberty. The basis of all character is in youth-training, and the democratic atmosphere or its lack, have a profound influence on character development. Goals for character achievement are often made, and as often are not achieved. Opportunities for such development may be lacking or the incentives may not be present. Democratic ways of life are needed, and also, they should be exemplified in adult living, if the desired character traits of democracy are to be achieved.—O. I. Jacobsen.

3412. **Bovard, Everett W., Jr.** (U. Michigan, Ann Arbor.) **Social norms and the individual.** *J. abnorm. soc. Psychol.*, 1948, 43, 62-69.—The extent of movement of a point of light was judged 50 times by each of 9 subjects when alone, then with a planted experimenter whose pre-arranged judgments established a "social norm," and alone 28 days later. There were wide individual differences in autokinetic suggestibility, and these effects carried over the 28-day period. Susceptibility to norms may reflect varying desire for status.—C. M. Harsh.

3413. **Clark, Kenneth B.** (City College of New York.) **Social science and social tensions.** *Ment. Hyg.*, N. Y., 1948, 32, 15-26.—Advances in physical science offer man a living hope and a challenge or an infernal instrument of destruction. A moral physical science cannot choose which of these alternatives will dominate. A rigorous social science, which cannot be amoral, is needed. The scientific study of social

tensions in the modern world requires study of the statics and dynamics of the power structure in modern society, but even more fundamentally study of the psychology of human motivation on a personal and social level. Crucial areas of social science research are detailed.—W. L. Wilkins.

3414. Findley, Warren G. (*Air U., Maxwell Field, Ala.*) **A statistical index of participation in discussion.** *J. educ. Psychol.*, 1948, 39, 47-51.—A formula is offered for an index of participation (I.P.) in group discussions. The index will equal 100 if all participate. Values above 90 indicate that discussion is excellent, well-balanced, 80-89, above average, 70-79, average, satisfactory, 60-69 poorly balanced, and below 60 unbalanced and therefore very poor. The Index of Participation was developed in evaluating seminar discussions of air force officers in training at Air University. Observers report correspondence between general excellence of a discussion and its I.P.—E. B. Mallory.

3415. Golightly, Cornelius L. (*Olivet Coll., Olivet, Mich.*), & Scheffler, Israel. "Playing the Dozens": a note. *J. abnorm. soc. Psychol.*, 1948, 43, 104-105.—The Negro game of "playing the dozens," described by Berdie (see 21: 2341) was previously described and analyzed by Dollard and by C. S. Johnson. It is definitely a lower-lower-class game, and is interpreted as an outlet for repressed impulses of sex and aggression in groups lacking recreational outlets.—C. M. Harsh.

3416. Green, George H. (*Alexandria Inst. Educ., Egypt.*) **Insight and group adjustment.** *J. abnorm. soc. Psychol.*, 1948, 43, 49-61.—Male graduates living together in the Institute rated themselves and one another on a 5-point scale of leadership. Similar ratings were obtained from a group of 23 girl students. In the homogeneous men's group, those judged highest on leadership judged themselves quite accurately; but in the less homogeneous girls' group, leaders tended to underestimate themselves. Correlational and graphic evidence is used to show that well-adjusted leaders rate themselves and others by group standards, whereas maladjusted persons overestimate their own position and disagree with group rankings.—C. M. Harsh.

3417. McCormick, C. G. **The emotions and a positive morality.** *Religious Educ.*, 1947, 42, 271-274.—True education discovers the uniqueness of each individual and engages his total enthusiastic awareness. Moralizing, scolding, exhortation and assertion produce a negative morality. The secret of uniqueness lies in the emotions, and emotional stability is gained only through self-understanding. Basic to a positive morality are (1) freedom to recognize one's actual emotions and have them accepted by others, (2) freedom to consider one's self as an equal, (3) freedom to work out solutions to individual problems, (4) freedom of communication and expression, (5) freedom to think about God as one's experience reveals.—P. E. Johnson.

3418. Rees, J. R. (*Tavistock Clinic, London.*) **Mental health and world citizenship.** *Surv. Graphic*,

1948, 37, 213-215.—The problems of national or other group behavior parallel in many respects the problems of individual behavior. In the latter case, mental hygiene techniques for diagnosis and therapy are becoming increasingly known. The author calls attention to the fact that methods of mass diagnosis and therapy are also known, and suggests that there be concerted effort on a program of dealing with world problems from a mental hygiene point of view.—C. M. Louttit.

3419. Sorokin, Pitirim A. (*Harvard U., Cambridge, Mass.*) **Similarity and dissimilarity as factors of altruism.** *Sociol. soc. Res.*, 1948, 32, 776-781.—Factors of similarity and dissimilarity play an important part in the generation of altruistic and egoistic relationships in interpersonal and intergroup reactions, but their role is exceedingly complex depending upon personal and situational factors. Not all similar or dissimilar traits are equally important. A 7-point analysis is made of the operation of factors of similarity and dissimilarity as conditioners of interpersonal and intergroup reactions.—J. E. Horrocks.

3420. Wilbois, Joseph. **Principes de morale sociale.** (Principles of social ethics.) Paris: Bloud & Gay, 1948, 332 p. 300 frs.—After defining ethics and ethical ideas in view of strong resistance against these concepts, the author subdivides his volume into 4 parts: He deals in the first with the basic foundations of ethics, an ethics which must not crumble under the economic forces of day to day living, an ethics which must be reconstructed on its eternal premises. The second part deals with the content of this ethics, essentially manifesting itself in three forms: respect for the human person, sacrifice of the individual for the group, and sacrifice of the present generation for the future ones. The third part deals with concrete problems of life, work, property, prices. The fourth part investigates the group-relations, their rights and duties to each other and to the society in which they grow. A conclusive summary attempts to show that the main, in fact the only, real problem of mankind consists in the spirit running after technology. The author believes that a scientific miracle can save us; "we must want to be heroes and saints" he concludes.—J. H. Bunzel.

[See also abstracts 3274, 3371, 3375, 3540, 3600.]

METHODS & MEASUREMENTS

3421. Bogardus, Emory S. (*U. Southern California, Los Angeles.*) **Social distance in daily vocabulary.** *Sociol. soc. Res.*, 1948, 32, 723-727.—"A natural and easy approach to the study of the concept of social distance may be made through the examination of vocabularies." Approximately 50 words from common daily English vocabulary are considered for their implications with regard to social distance. Phrases as well as words are presented. Footnotes indicate the sociological impli-

cations of the common speech terms cited as examples.—*J. E. Horrocks.*

3422. **Hammond, Kenneth R.** (*U. California, Berkeley.*) **Measuring attitudes by error-choice: an indirect method.** *J. abnorm. soc. Psychol.*, 1948, 43, 38-48.—It is suggested that attitudes can be indirectly measured by the bias shown in answering a mixture of factual and non-factual questions concerning a given topic. The measure of bias for questions on Labor and Russia was validated with a group of union employees and two groups of business men. Reliability of bias scores was low for college students, probably because of the ambiguity of test set. The same item was often answered differently by a person when it was part of an "attitude" test and when it was part of an "information" test. The error-choice technique is likened to projective techniques, in that it minimizes attitude test set.—*C. M. Harsh.*

CULTURES & CULTURAL RELATIONS

3423. **Adams, Edward L., Jr., Dreffin, William B., Kamm, Robert B. & Vermilye, Dyckman W.** (*U. Minnesota, Minneapolis.*) **Attitudes with regard to minority groups of a sampling of university men students from the upper socioeconomic level.** *J. educ. Sociol.*, 1948, 21, 328-338.—The sample is 79 students whose parents own residential property and belong to one or more specified types of clubs. Respondents filled out a 10-item questionnaire on attitudes toward Jews, Negroes and Japanese. Tabulations are of total responses, and intragroup and intergroup comparisons. The 10 questionnaire items are ranked in order of acceptance. Conclusions are that acceptance is highest in participation in athletic events, lowest in admissions to clubs; attitudes vary widely; acceptance tends to be in the order of Jews, Japanese, and Negroes.—*H. A. Gibbard.*

3424. **Bogardus, Emory S.** (*U. Southern California, Los Angeles.*) **The intercultural workshop and racial distance.** *Sociol. soc. Res.*, 1948, 32, 798-802.—The revised Racial Distance Scale was administered during the first week of an Intercultural Workshop at the U. So. Calif. 5 weeks later it was administered to the same group during the last week of the course. The arithmetic mean of the first administration was 1.84 as compared with a racial distance quotient of 2.13 based on national norms. The arithmetic mean for the second administration was 1.63, a reduction of .21. There was "considerable variation in the reactions of various members," but "students with high distance scores and those with low scores did not show much change as a result of taking the course." A table of racial distance quotients for each of 36 racial groups is included.—*J. E. Horrocks.*

3425. **Geurtjens, H.** **Oost is Oost en West is West; psychologische en andere tegenstellingen toegelicht, met voorbeelden uit eigen ervaring.** (East is east and west is west; psychological and other contrasts elucidated with examples from per-

sonal experience.) Utrecht-Brussel: Uitgeverij Het Spectrum, 1946, 254 p.—Author, reputed to be an ethnologist as well as missionary, describes the contrasts between the natives of Dutch New Guinea and Europeans. These contrasts, characterized as primitive heathenism versus Christian principles, are discussed under three large divisions: Communal, Intellectual, and Spiritual life. The first includes relations of persons, ghosts, and spirits; family ties, property and marriage rights. Primitive intellectual life is surveyed with respect to such activities as patience, spirituality, speech in its various phases, association, collective names, freedom from anxiety, moodiness, judiciousness, shame, delicacy, argument, procedure in proof, and wonder. Spiritual or moral contrasts are drawn between speech, worship, moral transgressions such as thieving, lying, prostitution, etc. Despite the bridgeless gap between the two types of people, a brotherly tolerance is proposed.—*J. R. Kantor.*

3426. **Gorer, Geoffrey.** **The American people; a study in national character.** New York: Norton, 1948. 246 p. \$3.00.—These social psychological observations on national character develop the theme that American character springs from a rejection of the father figure of authority and the acceptance of mother figure of discipline whose feeding methods and emphasis on becoming independent lead to basic insecurities. As a result the American accepts emotional egalitarianism and the inherent evil of authority; he is concerned with securing the love and approval of others and with a moral conscience which is regarded as feminine. Succeeding chapters apply this theme to the dating complex, attitudes toward the job, production and its organization, the definition of success, the structure of society and the attitude toward various foreign countries.—*L. M. Hanks, Jr.*

3427. **Jenkins, Martin D.** (*Howard U., Washington, D. C.*) **The upper limit of ability among American Negroes.** *Sci. Mon. N. Y.*, 1948, 66, 399-401.—Examination of a variety of studies leads to the conclusion that: "In some population groups there is to be found a 'normal' proportion of Negro subjects of very superior psychometric intelligence, and the extreme deviates reach the upper limits attained by white subjects. Although the incidence of superior cases is much lower among Negroes than whites, a phenomenon which might well be accounted for by differential environmental factors, we may conclude that race per se (at least as it is represented in the American Negro) is not a limiting factor in psychometric intelligence."—*B. R. Fisher.*

3428. **Krogman, Wilton Marion.** (*U. Pennsylvania, Philadelphia.*) **Physical anthropology and race relations: a biosocial evaluation.** *Sci. Mon., N. Y.*, 1948, 66, 317-321.—Evidence from human paleontology indicates that "all mankind living today . . . belong to the same genus, *Homo*, and the same species, *sapiens*. The biological implications of this fact are . . . that all peoples of the earth are infinitely more alike than they are differ-

ent." Human subspecies ("great groups") and subspecies ("races") may be differentiated by a "complex of physical traits" but by no single trait. Thus, no races may be termed "pure." The generic identity of *Homo sapiens* leads to the logical assumption that racial variation within the species arose through genic variation in the adaptive evolutionary process. Some single traits of a race are "superior" in adapting to a specific environment, but again, biological evaluation is valid only when a complex of traits is used. By this criterion, there is biological equality among the races of Man, although there may be "superior" and "inferior" cultures developed by these races, socially evaluated. However, physical difference is no index of cultural aptitude; the contrary view of the prejudiced is thus irrational, its origin being not biosocial fact but the fact of socioeconomic conditions and psychological needs. Various processes are suggested which "will at least ameliorate the intensity of prejudiced feeling."—*B. R. Fisher.*

3429. Loesch, Frank S. **The college community and occupational integration of minorities.** *Educ. psychol. Measmt.*, 1947, 7, 553-558.—The role that the college may play in the occupational integration of minorities is described. Modes of action are suggested to help eliminate discrimination. Such action includes: (1) Fair employment practises can be furthered by joining organizations which emphasize the importance of employment on merit alone. (2) Current information on trends in employment for minorities should be available to every college personnel officer. (3) Things that the college can do involve, among others, referring on merit alone, employment of difficult-to-place groups in placement office, furnish guidance for difficult-to-place, enlist interest of sympathetic employers by personal contacts.—*S. Wapner.*

3430. Parker, Arthur C. **Aspects of philosophical thought in primitive societies.** Rochester, N. Y.: Rochester Museum of Arts and Sciences, 1947. 20 p.—The book *Primitive man as philosopher* by Paul Radin (see 2: 187) is summarized. Radin's main contention is that primitive man is highly individualized and not at all enslaved to the group.—*F. Heider.*

3431. Rath, Louis E. (New York U.), & Trager, Frank N. **Public opinion and Crossfire.** *J. educ. Sociol.*, 1948, 21, 345-368.—The theme of the film "Crossfire" is racial and religious prejudice. The study of its effects on attitudes was conducted in two parts. (1) A high school population in an Ohio city filled out a questionnaire before and after seeing the picture. The questionnaire asked each to estimate the number of his acquaintances holding attitudes of religious intolerance, attitudes to universal military training, labor unions, Negroes, foreigners, Jews, "being different," the law, people who stand up for minorities, media of mass communication. Interview data supplemented the questionnaire. Results indicate a slight change in attitudes in a favorable direction. (2) Adult reactions were

learned from a different questionnaire filled out in the lobby of theaters in Boston and Denver, or taken and returned by mail. "Crossfire" does not change anybody's basic attitudes; it does initiate a learning process.—*H. A. Gibbard.*

3432. Singer, Henry A. (New York U.) **The veteran and race relations.** *J. educ. Sociol.*, 1948, 21, 397-408.—Research data on the attitudes of service men include replies to a modified Bogardus Social Distance Scale and a word-association instrument, both of which show unfavorable attitudes; and the attitudes of whites to the inclusion of Negro platoons in their units where such had occurred, in which case the attitudes were predominantly favorable. Other data on race attitudes and race relations are included.—*H. A. Gibbard.*

3433. Taylor, William Stephens. (Indore Christian Coll., India.) **Basic personality in orthodox Hindu culture patterns.** *J. abnorm. soc. Psychol.*, 1948, 43, 3-12.—Orthodox Hinduism provides strong social and religious sanctions for all significant behavior. Family life is sufficiently formalized that neither parents nor children are allowed much personal initiative. Indulgent child care and late weaning promote the child's sense of security, dependence, and identification with parents. Yet personal attachments are minimized relative to caste conformity, which is shared by children and adults. Aspiration levels are kept low, thus minimizing frustration. Personal choice has little weight in the basic personality, which is primarily a system of helpless cultural conformity. 16 references.—*C. M. Harsh.*

3434. Useem, John. **Applied anthropology in Micronesia.** *Appl. Anthropol.*, 1947, 6 (4), 1-14.—Existing publications, German, Japanese, and American in origin, are reviewed. Areas for further investigation are indicated with particular emphasis on the interacting roles of governors and governed. Anthropologists function in this setting as trainers of administrators, investigators of social conditions, consultants on policy formulation and administrators of programs. This type of applied study is defended against the criticism of being unscientific and biased. 56 references.—*L. M. Hanks, Jr.*

SOCIAL INSTITUTIONS

3435. Braden, Charles. **The role of emotion in religious education.** *Religious Educ.*, 1947, 42, 267-270.—Modern religious education avoids emotionalism. But it has confused this with emotion and neglected its decisive power. For emotion is the great driving force of human life. It is not enough to know, we must also feel. Religious educators must teach to move people deeply. Emotion must also be channeled usefully to serve long purposes of larger good as world peace, cordial relations and the building of better community life.—*P. E. Johnson.*

3436. Hiltner, Seward. **The psychological understanding of religion.** *Crozier Quart.*, 1947, 24, 3-36.—A systematic and critical survey of the history of

psychology of religion. Psychologists who investigate religion are classed as (1) pioneers, (2) imitators of the pioneers, (3) philosophical, (4) normative, (5) scientific, (6) therapeutic or dynamic. The future as he sees it belong to the dynamic point of view. The most significant recent insights are coming from the clinical, therapeutic or pastoral, i.e. the practical field.—P. E. Johnson.

3437. Hogrefe, Russell, & Harding, John. **Research considerations in the study of street gangs.** *Appl. Anthropol.*, 1947, 6 (4), 21-24.—Research on gangs demands clear formulation of objectives and intimate working relations between the change agent and the research worker. Data must be gathered from participant observations and may be organized as a narrative as well as topically. Tests and interviews are, generally speaking, unfruitful.—L. M. Hanks, Jr.

3438. Johnson, P. E. **Emotional factors in motivation.** *Religious Educ.*, 1947, 42, 262-266.—Motivation is viewed as the crucial problem of our time. To be effective religious persons and groups will need to empower ideals with moving energies. Dynamic causes of religious emotions follow a progression of wanting, seeking, finding and growing in values. Research studies of religious sentiments of Harvard students, conscientious objectors, and followers of Father Divine are presented to illustrate emotional factors motivating people in their beliefs and actions. There is need to experiment more adequately with the dynamics of interpersonal and group relationships. Religious growth depends on evoking emotional responses to value-goals.—P. E. Johnson.

3439. Merritt, Curtis B. (U. Michigan, Ann Arbor), & Fowler, Richard G. **The pecuniary honesty of the public at large.** *J. abnorm. soc. Psychol.*, 1948, 43, 90-93.—Postcards or stamped, addressed letters were dropped on sidewalks in many cities. 85% of the simple message letters were posted, but only 54% of the letters containing lead slugs of 50-cent size were posted. Sample observations showed that letters are promptly picked up, showing general altruism and responsibility of Americans. But promise of pecuniary gain decreases honesty about one third.—C. M. Harsh.

[See also abstracts 3387, 3516.]

LANGUAGE & COMMUNICATION

3440. Black, John W. (Kenyon Coll., Gambier, O.) **Training for voice communication at high altitudes.** *J. Aviat. Med.*, 1948, 19, 34-38.—"Experiments were conducted both in pressure chambers and in bomber-type aircraft in flight to ascertain whether any of the supposed concomitants of understandable speech was unique in contributing to effective communication. The modes of talking that were isolated for study included deviations from the normal in pitch, loudness, and articulation—more specifically high and low voice pitch, staccato speech, prolonged vowels, stressed sibilants, evenly stressed

syllables, precise articulation, emphasis on normally unstressed syllables, and 'metallic' voice quality . . ." None of these voice qualities was effective in improving speech intelligibility at high altitudes. A 30-minute drill period in loud, slow, clear speaking produced significant improvement in speech intelligibility when the training was carried out at high altitudes. The same training conducted at ground level did not improve voice communication at high altitude.—A. Chapanis.

3441. Linebarger, Paul M. A. (School of Advanced International Studies, Washington, D. C.) **Psychological warfare.** Washington, D. C.: Infantry Journal Press, 1948. xiii, 259 p. \$3.50.—The development and function of psychological warfare as an intimate part of the prosecution of a war is elucidated. Among the 14 chapters are several dealing with the history and development of this important "weapon." The limitations of the techniques of psychological warfare are defined. A second section of the book is devoted to propaganda analysis, propaganda intelligence and guidance relative to estimating the situation for its use. The estimate of the situation would be expected to include such items as (1) definition of audience, (2) psychological goals to be sought, (3) limitations of policy, (4) media available, (5) the propaganda man (typical audience member), (6) competitive factors, and (7) relation to general (military) estimate of the situation. The third and final section of the book deals with planning and operation of psychological warfare and includes chapters on operations against civilians and military personnel, plans for organization for psychological warfare and the processes of psychological disarmament.—M. A. Seidenfeld.

[See also abstracts 3354, 3431, 3608.]

SOCIAL ACTION

3442. Deschin, Celia S. (New York U.) **Tule Lake—social science in inaction.** *J. educ. Sociol.*, 1948, 21, 368-381.—The program of the War Relocation Authority as it affected the Tule Lake Relocation Center for evacuated Japanese is reviewed; much of it unfavorably. Social scientists had little part in policy formation. They were not called on to formulate policy, but might administer others' policies. They could not make their knowledge count in the area of human relations, because of the common criticism that the social sciences are not objective nor supposed to be scientific, and because of a lag between research and application.—H. A. Gibbard.

[See also abstract 3653.]

CLINICAL PSYCHOLOGY, GUIDANCE, COUNSELING

3443. Biddle, W. Earl (Wernersville State Hosp., Wernersville, Pa.), & van Sickle, Mildred. **Introduction to psychiatry.** (2nd ed.) Philadelphia: W.

B. Saunders, 1948. ix, 344 p. \$2.75.—This book was originally designed as a simple and practical text for the beginning student in psychiatry, particularly in psychiatric nursing. In this second edition the authors have rewritten much of the material on nursing care in chapters dealing with individual psychoses, given more attention to occupational and recreational therapy, included the commonly used psychological tests in the chapter on the care of the new patient, expanded the section on mental hygiene and in other wise sought to make this text better serve its original purpose. (see 17: 2341).—F. C. Sumner.

3444. Bonnell, John Sutherland. (Fifth Ave. Presbyterian Church, New York.) **Psychology for pastor and people.** New York: Harper, 1948. xii, 225 p. \$2.50.—Lectures on pastoral counseling by the minister of Fifth Avenue Presbyterian Church, New York City. To meet the needs of people who ask for counsel the pastor requires special training in psychology to understand the dynamics of personality and methods of psychotherapy. With illustrations from his own consulting room the author shows how the clergyman may co-operate with medical and social workers in healing the sick and solving personal problems. He explores the resources and qualifications of the counselor, the art of listening and asking questions, problems of childhood and youth, ministering at the bedside, and principles of counseling. Bibliography.—P. E. Johnson.

3445. Ginsburg, Sol Wiener. **Troubled people.** *Ment. Hyg., N. Y.*, 1948, 32, 4-14.—Mary Haworth, a psychiatrically minded columnist whose writings appear in 150 newspapers, advised a reader to write to G. S. Stevenson of the National Committee for Mental Hygiene for psychiatric advice. Over 2000 letters were addressed to Dr. Stevenson and most redirected to local and state mental hygiene societies. Analyzed were 778 which came from 44 states and areas outside the USA. 75% were from women, 90% married. Reasons for writing were lack of knowledge of psychiatric resources, inability to pay standard specialists' fees (26%), and dissatisfaction with past (8%) or present (4%) treatment. Some letters showed a need for only social case work, or educational or vocational guidance, or help for unmarried mothers. The pattern of a person seeking advice is charted: symptoms; neighborly and familial advice; the pastor, except where fear of gossip prevails; family doctor; injections and vitamins; another doctor; a doctor in a big city; more injections and sometimes gratuitous advice to have a baby, get a divorce, give up a job—all this with deepening of hopelessness and despair.—W. L. Wilkins.

3446. Peale, Norman Vincent. **A guide to confident living.** New York: Prentice-Hall, 1948. vi, 248 p. \$2.75.—A series of 13 psychological sermons by the pastor of the Marble Collegiate Church, New York City. In popular style with frequent illustrations the author applies psychological and religious principles to problems of everyday living. Chapters

discuss how to get rid of an inferiority complex, be free of fear, forget failures and go ahead, avoid getting upset, meet sorrow, change your thoughts, use prayer as a form of energy, attain married happiness, develop power and efficiency, etc.—P. E. Johnson.

3447. Rennie, Thomas A. C., & Woodard, Luther E. (Cornell U., Ithaca, N. Y.) **Mental health in modern society.** New York: Commonwealth Fund, 1948. xviii, 424 p. \$4.00.—A presentation of the mental health problems facing present and future society based upon the profitable experience during World War II, and on the thesis that "an individual's mental and emotional ill health is a reaction of his personality to the multiple stresses of the total environment, whether the stresses be in the external environment or in his own complicated emotional imbalances." Broad programs of rehabilitation are imperative and should reflect the trend away from professional isolationsim with further development of the public health phase of mental hygiene. The authors refer generally to the mental health services in the armed forces covering the areas of psychiatric screening and the prevention and treatment of psychiatric disabilities. The successful emphasis upon patient-activity and adequate motivation for recovery along with an increased awareness of the importance of family and community attitudes must be stressed in the treatment of patients in civilian life. The program for veteran-civilian readjustment is described with 9 chapters covering the sources of help in the prevention and treatment of psychiatric problems. A final emphasis is society's responsibilities toward future industrial and international harmony through the application of the principles of sound mental hygiene.—P. S. deQ. Cabot.

[See also abstracts 3466, 3630.]

METHODOLOGY, TECHNIQUES

3448. Alberman, Nanette, & Schaeffer, Virginia. **An experiment in story-telling.** In Meyer, G., *Studies of children.* (see 22: 3396), 26-58.—A story-telling technique that made use of 4 "specially focused" stories was used with 16 children, age 7.5 to 11.5, of heterogeneous backgrounds. In their reactions to the story contents, 14 children "spontaneously gave information about their feelings toward parents or parent-figures; 15 gave some information about their feelings toward other children; 10 gave clues as to their personality structure; 10 showed some definite symptomatology; and 9 gave social history. A compilation of the individual child's responses resulted in a series of diagnostic pictures. In most cases when these are compared with the corresponding histories obtained from the classroom teacher, the validity of the findings is sustained."—J. L. Gewirtz.

3449. Brower, Daniel. (New York University.) **The use of an autobiography in a course in abnormal psychology.** *J. gen. Psychol.*, 1947, 71, 253-257.—An autobiography was required of students as a

term assignment. Arrangements were made for short interviews with those who felt a need to talk over their problems. In an anonymous student rating of the value of the project there was general recognition of its value.—*R. B. Ammons.*

3450. Ecob, Katharine G. **Part time mental clinics: a practical answer to a current problem.** *Surv. Midmon.*, 1948, 84, 105-106.—In spite of the fact that smaller communities may be unable to finance a full-time mental hygiene clinic, this does not mean that such communities need be without such important service. The author suggests methods for developing part-time mental hygiene services, and describes several such ventures which have been successful.—*C. M. Louttit.*

3451. Eysenck, H. J. (*Maudsley Hosp., London, Eng.*) **"Neuroticism" and handwriting.** *J. abnorm. soc. Psychol.*, 1948, 43, 94-96.—A well-known graphologist rated 176 army hospital patients on a 5-point scale of neuroticism, from short essay handwriting samples. Ratings correlate significantly ($r = .21$) with a battery of objective tests indicating neuroticism, but do not correlate with psychiatric diagnosis. Some aspect of neuroticism does seem to show up in handwriting, but prediction from brief objective tests is much quicker and more accurate than analysis by this graphologist.—*C. M. Harsh.*

3452. Froehlich, C. P., & Benson, A. L. **Guidance testing.** Chicago, Ill.: Science Research Associates, 1948. viii, 104 p. \$1.00.—The function and use of tests in a guidance program are discussed with reference to their use in the total program and to the relative emphasis that should be placed on tests. Counsel is given as to how to decide what to measure with tests and how to select them. Examples and discussions of tests of several types are noted. The mechanics of test administration, scoring, and recording results for most profitable use are covered with stress placed on how to use test results from individuals of differing abilities and achievement. Brief case studies are described. Appendices include names of books for a basic library on testing and methods for computing local norms.—*J. W. Hancock.*

3453. Futterman, Samuel, & Reichline, Philip B. (*V. A. Los Angeles Regional Office, Calif.*) **Intake techniques in a mental hygiene clinic.** *J. soc. Caswk.*, 1948, 29, 49-56.—Basis for this discussion is the work done with veterans at the Mental Hygiene Clinic of Los Angeles. During the intake process the psychiatric social worker should be considered a part of the entire psycho-therapeutic relationship. His own personal relationship and feelings should not interfere with his interpretations of what the patient needs. Emphasis is placed on the ability to obtain a true clinical picture of the patient and to estimate the ego strength of the individual for psychotherapy.—*V. M. Stark.*

3454. Hunt, E. P. Allen, & Smith, Percival. (*City of Birmingham (England) Education Committee*) **A guide to intelligence and other psychological**

testing. (Rev.) London: Evans Brothers Ltd., 1947. 107 p.—A psychological test is defined as "a means of assessing a person's ability in a particular direction by giving him standard tasks of graded difficulty under standard conditions, which should include the incentive for him to put forth his best efforts." The author discusses benefits of psychological tests as compared with academic examinations and the purposes for which the tests are used. Intelligence tests, special aptitude tests, and personality tests are considered. The respective merits of individual and group tests are considered, and suggestions are given for choosing, administering, and interpreting the tests in order that they meet scientific, accurate standards. (see 10: 4277).—*D. Everett.*

3455. Jones, Edward S. (*U. Buffalo, N. Y.*) **Gradations of directiveness in counseling.** *Educ. psychol. Measmt.*, 1947, 7, 559-563.—The non-directive method in counseling is evaluated. It is pointed out that some aspects of counseling demand a directive approach whereas the non-directive approach is appropriate in other instances. A case is made for gradations in directiveness in counseling.—*S. Wapner.*

3456. Kemp, Charles. (*First Christian Church, Red Oak, Iowa.*) **The minister and mental hygiene: his opportunity and responsibility.** *Ment. Hyg., N. Y.*, 1948, 32, 72-79.—The good life well lived is the goal of mental hygiene and of high religion. The pastor practices mental hygiene whether he knows it or not and whether he wants to or not, for people come to him with their problems. His influence especially with young people, with the anxious, with the aged and the shut-in, with the bereaved, is most important for mental health.—*W. L. Wilkins.*

3457. Kimber, J. A. Morris. (*U. Southern California, Los Angeles.*) **The insight of college students into the items on a personality test.** *Educ. psychol. Measmt.*, 1947, 7, 411-420.—The California Test of Personality was administered under 2 different conditions to about 400 students at the University of Southern California to evaluate the extent to which individuals have insight into the "right" answers on a personality inventory. On the first occasion the students were instructed to answer the questions in the way they believed a happy and well-adjusted student answers them. On the second occasion the instructions were standard, and the students answered for themselves. The Army Alpha Examination was later administered. Higher scores on the first compared to second presentation of the California Test of Personality for both men and women was taken as evidence that the students have a high degree of insight into the items of the test. Women had higher scores on the first test than men. The correlation of first and second test total score is .521 for men and .535 for women. Correlations between Army Alpha Examination scores and first and second presentations of California Test of Personality are low.—*S. Wapner.*

3458. Langford, William S., & Wickman, Katherine Moore. (*Babies Hosp., New York.*) The clinical aspects of parent-child relationships. *Ment. Hyg., N. Y.*, 1948, 32, 80-88.—The key to progress in helping parents is the relationship with a non-judgmental, non-critical, accepting person who is also a person with professional authority. This means helping a parent to increase her security as a parent, not telling a parent what to do.—W. L. Wilkins.

3459. Monachesi, Elio D. Some personality characteristics of delinquents and non-delinquents. *J. crim. Law Criminol.*, 1948, 38, 487-500.—The Minnesota Multiphasic Personality Inventory is described. This instrument consists of twelve scales designed to measure the similarity in response to the items of the test of an individual tested and of a sample of persons clinically diagnosed as suffering from several categories of emotional disturbances. A study made on 101 delinquent and 85 non-delinquent girls by Dora F. Capwell is discussed to demonstrate its use and significance.—V. M. Stark.

3460. Morris, Robert D. The church's ministry to the physically ill. *Religion in Life*, 1947, 16, 417-430.—An experienced hospital chaplain shows how emotional problems accompany physical illness, and suggests ways in which the church "can help the body through the soul." Several case studies are presented to document his thesis.—P. E. Johnson.

3461. Smith, Douglas E. (*U. Alberta, Edmonton, Canada.*) The Syracuse Case Study Tests. *Canad. J. Psychol.*, 1947, 1, 210-213.—The Syracuse Case Study Test (consisting of 3 detailed case reports and multiple choice questions on diagnosis and treatment of the cases) was given to several classes in psychology at the University of Alberta. While the material is felt to be of considerable instructional value, the validity of the test scores as measures of the student's clinical skill in questioned.—F. W. Finger.

3462. von Fieandt, Kai. Termans "bollprov" som bas för karakterologisk diagnos. (Terman's ball and field test as a basis for character diagnosis.) *Menneske og Miljø*, 1947, 2, 48-54.—Similar research by Charles Bühler is discussed, as also the experimentation by the writer. 12 examples of various forms of test responses are given, illustrating and indicating the corresponding personality types or diagnoses, which include 5 normal, 5 problem, and 1 each of formalistic and artistic types. There are 6 additional illustrations of personality responses indicating other specific designations by the author. The study has proven very interesting, and it indicates that the test has great possibilities, and in certain situations, it should be extremely useful.—O. I. Jacobsen.

3463. Wise, C. A. The role of emotion in the solution of personal problems. *Religious Educ.*, 1947, 42, 257-261.—Emotion is primary in the solution of personal problems. Few people can endure deep psychic pain, and tend to repress distressing problems. There are two approaches to the solution of such distresses. One is to deal with them struct-

urally by external change, but this is often superficial. The second approach is to change the underlying feelings. When these are recognized and released, insight is possible and positive steps leading to growth. Personal counseling and group dynamics may be used more effectively by religious workers when approach is made through the emotions.—P. E. Johnson.

3464. Zalla, A. (*Psychiatric Hosp. Florence, Italy.*) Osservazioni psicodiagnostiche condotte col reattivo Rorschach su epilettici. (Psychodiagnostic observations made with the Rorschach test on epileptics.) *Rass. Studi psichiat.*, 1947, 36, 113-124.—The author reports the results of his researches conducted on a group of essential epileptics with the use of the Rorschach test. In the psychograms of the epileptics the following characteristics were noted: numerical scarcity of responses; presence of responses of the particular type; abundance of pure chromaesthetic and poorly discerned morphaesthetic sensations; a distinctly high percentage of images of the same category. Psychic alterations indicated as very characteristic of epileptics are: their particularism, their hypoprosexia, their mental stereotypy, instability of affective tone and deficiency in adaptation to the surroundings. In fact, the author holds that the Rorschach test can be used profitably as an auxiliary in the diagnosis of essential epilepsy.—F. C. Sumner.

[See also abstracts 3372, 3548, 3553, 3629, 3635, 3639, 3654, 3660, 3668.]

DIAGNOSIS & EVALUATION

3465. Osterrieth, P. A. Remarques sur le diagnostic de l'intelligence chez l'enfant. (Observations on the diagnosis of intelligence in the child.) *Rev. Sci. pédag. Brux.*, 1947, 9, 1-7.—An explanation of the mental diagnosis advocated by B. Inhelder, a pupil of Piaget, is presented. This method is said to be superior to such a scale as that of Terman; but it must be administered by an experienced genetic psychologist.—R. Piret.

3466. Sharp, Agnes A. (*Psychiatric Inst., Municipal Ct., Chicago, Ill.*) A note on diagnosis and therapy. *J. consult. Psychol.*, 1948, 12, 120-122.—Diagnosis and therapy are not distinct entities in clinical psychology which can be separated in time, space, or activity. Diagnosis and therapy result from one process. Even a single brief interview has therapeutic value for the client. Psychologists should no longer make the error of dividing diagnosis and therapy on the false assumption that "where diagnosis ends therapy begins."—S. G. Dulsky.

3467. Zaidi, Sibte. (*K. G. Medical Coll., Lucknow, India.*) Brain waves. *J. Indian med. Ass.*, 1947, 17, 11-16.—A brief account is given of the applications of electroencephalography to human problems namely: diagnosis and treatment of epilepsy; pre-employment detection of epileptic constitution; localization of intracranial lesions. Future

possibilities of electroencephalography are thought to be in early detection of intelligence differences and in discerning character peculiarities.—F. C. Sumner.

[See also abstracts 3279, 3557, 3647.]

TREATMENT METHODS

3468. Ackerknecht, Erwin H. "Mesmerism" in primitive societies. *Ciba Symposia*, 1948, 9, 826-831.—The use of suggestive therapy in certain primitive societies is described.—C. M. Louttit.

3469. Assum, Arthur L. (Roosevelt Coll., Chicago, Ill.), & Levy, Sidney J. Analysis of a nondirective case with followup interview. *J. abnorm. soc. Psychol.*, 1948, 43, 78-89.—15 nondirective counseling interviews are presented in abridged form, with the verbatim follow-up interview one year later. The remarks show progress in acceptance of self, decrease of fantasy and inadequacy feelings, and increase of ability to cope with problems. Confirmation of the trend is obtained by graphing the Dollard and Mowrer Discomfort-Relief Quotients for each interview, showing temporary setbacks but gradual relief toward the end.—C. M. Harsh.

3470. Bixler, Elizabeth S. (Yale U., New Haven, Conn.) Psychiatric nursing in the basic curriculum. *Ment. Hyg.*, N. Y., 1948, 32, 89-101.—Principles of psychiatric nursing, such as treating the patient as a person, carrying over knowledge of one's own personality into one's work adjustment, emphasizing that everything the nurse does comes under therapy, should also pervade general nursing, and therefore should find a place in the general curriculum of nurses in training. Psychology is the course in which the nurse should learn about herself and her patients.—W. L. Wilkins.

3471. Estes, Stanley G. (Harvard U., Cambridge, Mass.) Concerning the therapeutic relationship in the dynamics of cure. *J. consult. Psychol.*, 1948, 12, 76-81.—The goal of therapy is such a reorganization of the personality as brings about the intrapersonal conditions necessary to the attainment of satisfactions which also yield, or are compatible with, security. Understanding of how the therapeutic relationship functions in the process of psychotherapy requires consideration of the relationship as a recurrent social stimulus situation for the client as well as consideration of the factors which dispose him to distort his perception of the therapist. Heider's theory of the phenomena of social perception and cognition supplies this understanding.—S. G. Dulsky.

3472. Galdston, Iago. Hypnosis and modern psychiatry. *Ciba Symposia*, 1948, 9, 845-856.—The historical events in the introduction of hypnosis into psychiatric theory and practice from Charcot to Freud are described. Portraits of J. M. Charcot, Sigmund Freud, Pierre Janet.—C. M. Louttit.

3473. Greco, Marshall C. (Social Relations Office, Aliquippa, Pa.) The contingency technique: a method for unbinding the therapeutic relationship of conflicting issues in selected cases. *J. consult.*

Psychol., 1948, 12, 116-119.—Any treatment of conflicting issues must be such that the subject is not permitted to identify the therapist with any side of the matter. This formulation is the unbinding principle. The contingency technique unbinds a therapeutic relationship of conflicting issues. In using the contingency technique the aim of the therapist is to approach any issue introduced by the client so as to show that its solution or steps taken toward its solution are contingent upon factors which neither the therapist nor the client can, at the moment, anticipate. Notes from an interview illustrate the technique.—S. G. Dulsky.

3474. Hastings, Donald W. Care of veterans. In Wilmer, H. L., *Teaching psychotherapeutic medicine*, (see 22: 3487), 365-375.—Combat experience does not directly produce mental imbalance. The army setting demands of every individual that he regress to an earlier level of adaptation, to that of the gang or group. The support that the men get from other members of the specific group enables them to go through experiences productive of great anxiety. When the veteran returns, with his notions of home greatly exaggerated and all the supporting loyalties of the combat group broken, he cannot "come back overnight to the full measure of maturity . . . that he left." The different ways anxiety expresses itself in the veteran are considered. "Fundamentally the veteran's neurosis doesn't differ from the civilian's." Hence, the psychotherapeutic principles to be applied are the same as those used in dealing with civilians. Dr. John M. Murray discusses briefly the treatment facilities provided by the Veterans Administration. Discussion.—S. S. Spivack.

3475. Hastings, Donald W. Special therapies. In Wilmer, H. L., *Teaching psychotherapeutic medicine*, (see 22: 3487), 289-312.—The different drug and shock therapies should be used, if used at all, in the hospital and not at home or in the office; and they should never be given without psychiatric consultation or specific indication. The special dangers, as well as the merits and specific uses of the convulsive therapies, of lobotomy, of narcosis, and of narcosynthesis are considered. The significance of psychotherapy in conjunction with these therapies is indicated. Discussion.—S. S. Spivack.

3476. Hunt, Howard F. (Stanford U., Calif.) On goals, methods and tactics in psychotherapy. *J. consult. Psychol.*, 1948, 12, 68-75.—The goal of psychotherapy is to make uncomfortable people more comfortable and to make them more self-sufficient socially and emotionally. In any successful psychotherapy there must be relearning of the behavioral or emotional variety. This is done by eliciting relevant experiences and by catalyzing an emotional relation with the therapist which then can be suitably exploited.—S. G. Dulsky.

3477. Kaufman, M. Ralph. The patient-physician relationship. In Wilmer, H. L., *Teaching psychotherapeutic medicine*, (see 22: 3487), 63-78.—

There are various aspects to the patient-physician relationship. There is the "reality relationship"—the patient comes for the physician's knowledge and skill to help him. There is a symbolic kind—the relationship to authority in which all the ambivalence to the key figures in the patient's environment expresses itself. The normal, as well as the neurotic character of aggression and hostility are discussed. The physician must understand the essential significance of the negative and positive attitudes toward himself. Ways of handling these attitudes are suggested. Discussion.—S. S. Spivack.

3478. Murray, John W., & Brosin, Henry W. **General principles of psychotherapy.** In Witmer, H. L., *Teaching psychotherapeutic medicine*, (see 22: 3487), 273-288.—The effectiveness of the treatment situation depends upon the adequate utilization of the psychodynamic forces in the emotional relationship between patient and doctor. The progressive steps in the therapeutic process are briefly developed. The dynamic implications of positive and negative transference are indicated, and specific suggestions on how to handle each type, toward the achievement of the therapeutic goal, are presented. It is of especial importance for the doctor to "maintain himself as a mature person with free energy though he too is subjected to the strains and stresses of our world." Discussion.—S. S. Spivack.

3479. Raskin, Nathaniel J. (U. Chicago, Ill.) **The development of nondirective therapy.** *J. consult. Psychol.*, 1948, 12, 92-110.—The work of Freud, Rank, Taft, Allen, and Rogers has been examined from the cross-sectional point of view to compare their ideas relative to non-directive thought. Rogers has given Rank's client-centered philosophy a definite technique and has made it more meaningful and complete by accepting the client's expressed feelings at the moment in therapy and eliminating directive features of the Rankian method. There is a greater concentration on the client's internal frame of reference and increased emphasis on a non-directive attitude as opposed to nondirective techniques. 35 references.—S. G. Dulsky.

3480. Rennie, Thomas A. C. **Summary of the first week.** In Witmer, H. L., *Teaching psychotherapeutic medicine*, (see 22: 3487), 207-224.—The first of the 2 aims of the course has been accomplished through lecture, clinical contact with patients, and discussion. The student physicians have gained a new orientation, a new sensitivity to the problems of sick people. But the physicians are cautioned not to consider themselves psychiatrists; nor should they, in their psychotherapeutic zeal, neglect somatic problems. What the general practitioner can do specifically in psychotherapy is the second of the two aims of the course and is to be dealt with the second week. Discussion.—S. S. Spivack.

3481. Rennie, Thomas A. C., & Bauer, Walter. **General orientation.** In Witmer, H. L., *Teaching psychotherapeutic medicine*, (see 22: 3487), 27-41.—

Hundreds of doctors have come out of the service with a strong psychotherapeutic orientation and with a desire to receive training in psychiatric medicine. There are not enough such training facilities; and out of a total of 185,000 doctors in this country, only 3,500 are psychiatrists. The problem of psychotherapy is then the general practitioner's. The various types of psychosomatic and psychoneurotic disorders that the doctor encounters in his daily practice are reviewed. The way the therapist is to arrive at an understanding of the emotional imbalance is briefly indicated.—S. S. Spivack.

3482. Rogers, Spencer L. (State College, San Diego, Calif.) **Early psychotherapy.** *Ciba Symposia*, 1947, 9, 602-632.—The healing arts of ancient and modern primitive man, and of the Egyptian and Graeco-Roman cultures, included many procedures that would today be considered suggestion therapy. Such practices are described here in 4 essays dealing with attitudes toward insanity in primitive cultures, the psychotherapy of Shamanism, and psychotherapy in Egypt and the Graeco-Roman world.—C. M. Louttit.

3483. Romano, John. **Psychotherapy.** In Witmer, H. L., *Teaching psychotherapeutic medicine*, (see 22: 3487), 122-143.—Psychotherapy utilizes psychological measures to help sick people. Its fundamental basis lies in the patient-physician relationship. Psychotherapy is limited by various determinants: (1) the reality, intensity, and acuteness of the precipitating factor; (2) the nature of the person who is sick; (3) the setting in which the precipitating event takes place; (4) the skill, knowledge, and abilities of the doctor; (5) most significantly, the nature of the doctor-patient relationship. Types of psychotherapy are briefly described. Some principles for the general practitioner to follow are: (1) to err in omission rather than in commission; (2) to keep to conscious material; (3) to avoid dictatorial attitudes; (4) to avoid prematurely optimistic pronouncements; (5) to generate confidence by his attitude, expressive movements, and a minimum of talking. Discussion.—S. S. Spivack.

3484. Sanford, R. Nevitt. (U. California, Berkeley.) **Psychotherapy and counseling: a symposium.** *J. consult. Psychol.*, 1948, 12, 65-67.—This is the Chairman's Introduction to a Symposium on Psychotherapy and Counseling sponsored by the Division of Clinical and Abnormal Psychology at the APA meetings in 1947. The most important general question is: What is the nature of the changes that take place in therapy and what are the conditions under which they occur? 4 succeeding articles discuss this question. (see 22: 3471, 3476, 3479, 3488.)—S. G. Dulsky.

3485. Sargant, William. (Maudsley Hosp., London, Eng.) **Some observations of abreaction with drugs.** *Dig. Neurol. Psychiat.*, 1948, 16, 193-206.—For inducing abreaction the values of barbiturate injections, sodium pentothal, methedrin, ether, coramine, and other drugs are clinically described

by relating each to special cases treated during an 8-year period with special reference to traumatic neuroses of war. The problem of proper selection of drug is believed dependent upon (1) basic stability of personality, (2) a factor of acute or chronic nature, (3) the "dominant pattern of nervous activity, i.e., inhibition or excitation." Recovery following drug-induced abreaction is also considered as possibly analogous to (1) the emotional release and exhaustion exhibited in certain religious conversions, and (2) Pavlov's concept of transmarginal inhibition. As a research problem in theory it is suggested that all forms of medical therapy "may soon find a common meeting point . . . by adopting a physiological and mechanistic approach."—*L. A. Pennington.*

3486. Sprague, David W., & Taylor, Richard C. *The complications of electric shock therapy with a case study.* *Ohio St. med. J.*, 1948, **44**, 51-54.—Theories regarding the means by which electric shock produces a therapeutic effect, are reviewed. Electric shock is more convenient and successful than the previous metrazol convulsive therapy but has a number of possible complications, an example of which is described by a case report.—*G. W. Knox.*

3487. Witmer, Helen Leland. [Ed.] *Teaching psychotherapeutic medicine.* New York: Commonwealth Fund, 1947. ix, 464 p. \$3.75.—A group of military and naval psychiatrists and medical educators met at Hershey, Pennsylvania, in February, 1945, under the auspices of the National Committee for Mental Hygiene and the Commonwealth Fund, in order to discuss the needs of veterans with emotional disorders. Out of this meeting came the impetus for a two-week pilot course in psychotherapy for practicing physicians, which was organized at the University of Minnesota in April, 1946. The 23 chapters of this volume are drawn from the recordings of the course lectures and discussions and of case presentations and deal with basic concepts of psychiatric thinking and of clinical practice under supervision. 14 of these chapters are abstracted separately in entries: 3399, 3474, 3475, 3477, 3478, 3480, 3481, 3483, 3504, 3505, 3531, 3555, 3557, 3570.—*S. S. Spivack.*

3488. Wyatt, Frederick. (*McLean Hosp., Waverly, Mass.*) *The self-experience of the psychotherapist.* *J. consult. Psychol.*, 1948, **12**, 82-87.—The therapist in his subjective experience of therapeutic work encounters 2 temptations: the gratification of his instinctual needs in the disguise of therapeutic activity and indulgence in the narcissism which the therapeutic situation amply occasions. The therapist should be able to accept himself as well as his patients; he must learn to do therapy in his own way and without a protective set of gestures. "In order to deal with the unconscious of other people it is imperative to be highly conscious oneself."—*S. G. Dulsky.*

3489. Zaret, Shirley. *Babies in search of a home.* In Meyer, G., *Studies of children*, (see 22: 3396), 168-176.—This is a study of 13 case records selected

because they illustrate ways in which babies participate, through the media of bodily and vocal cues, in the foster home placement process.—*J. L. Gewirtz.*

[See also abstracts 3301, 3304, 3466, 3492, 3493, 3527, 3533, 3534, 3551, 3565.]

CHILD GUIDANCE

3490. Cardwell, Viola E. [Comp.] *The cerebral palsied child and his care in the home.* New York: Association for the Aid of Crippled Children, 1947. x, 196 p. \$1.00.—This book is abundant with up-to-date information on those elements of cerebral palsy that are most essential for the guidance of parents, nurses, occupational therapists, psychologists, social workers and rehabilitationists as well as physicians who may not know as much as they would like to know about this "neuro-muscular disability caused by injury to the motor centers of the brain." Particularly valuable to the clinical psychologist will be those chapters which deal with Personality characteristics and defects; Mental hygiene which not only deals with the child but his family and social milieu as well; Education which covers mental testing and mental status as well as the educational processes in relation to the child's limitations; Habit formation in functional activities; and a chapter on pre-vocational and vocational guidance. 250-item bibliography.—*M. A. Seidenfeld.*

3491. Peterman, M. G. (411 E. Mason St., Milwaukee, Wis.) *Convulsions in childhood; practical considerations.* *St. med. J., Bgham*, 1948, **41**, 62-66.—The three major causes of convulsions in children are: acute infection; idiopathic epilepsy; birth hemorrhage or injury. The author discusses diagnostic and therapeutic steps to be taken in such cases.—*F. C. Sumner.*

3492. Pyles, Mary Lois. (*New York (N. Y.) School of Social Work.*) *Institutions for child care and treatment.* New York: Child Welfare League of America, 1947, 28 p. 50¢.—The importance of good care for the institutionalized child is generally accepted but relatively unsatisfactory conditions have persisted in many areas. Historically there have been "three stages in the development of children's institutions as (1) asylums, (2) schools, and (3) homes." These stages are discussed briefly by the author who then deals with institutions for child care from the modern and broader point of view as social agencies. It is her opinion that most modern institutions recognize the need for providing for the constructive growth and development of children. She enumerates and discusses a number of guiding principles that pertain to modern institutions seeking to meet the needs of the child. The coordination of case work with the total treatment plan is stressed.—*M. A. Seidenfeld.*

3493. Renn, Loretta. *The single woman as a foster mother.* In Meyer, G., *Studies of children*, (see 22: 3396), 59-95.—The success of 3 single women who in spite of their unmarried state made

successful foster (boarding) mothers "was largely tied up with the types and ages, and lengths of time the children stayed in the home. The women were best equipped to help children who needed, and could be responsive to, love, understanding, and good physical care. They were of best service to children needing only short-time placement, with emphasis on care during a transitional period." Due to the absence of an active father in the home, and to their own conflicts about sex, these women did not work well with older boys and adolescent girls. Pertinent background factors in the lives of these 3 women are also considered. —J. L. Gewirtz.

3494. Seitz, Gudrun. Om lekterapi vid barn-neuroser. (On child neuroses therapy; some practical examples.) *Menneske og Miljø*, 1947, 2, 30-35. —Complete case studies of a 12.9 year-old boy and and 8.2 year-old girl are given as examples of therapeutic treatment for specifically diagnosed conditions. The studies include discussions of the following: age; problem; illnesses; heredity; brothers and sisters; father; mother; present diagnosis; school report; child specialist report; treatment; and interview report. The follow-up results of the prescribed treatments are also given. —O. I. Jacobsen.

3495. Shirley, Hale F. (Stanford U., Calif.) *Psychiatry for the pediatrician*. New York: Commonwealth Fund, 1948. xii, 442 p. \$4.50. —Primarily designed for medical students, pediatricians and general practitioners without formal psychiatric training, and based on the author's studies of 1000 children attending a psychiatric clinic, this book's 10 chapters dealing with the most frequent problems of a pediatrician's practice, cover the following topics: physical, intellectual, emotional, sexual, and environmental factors and problems, the investigation and treatment of behavior problems, and mental health in a changing world. The presentation is supported by case illustrations and includes practical suggestions for the treatment of the problems surveyed. Bibliographies at the end of each chapter and a glossary. —P. S. de Q. Cabot.

3496. Timme, Arthur R. (1930 Wilshire Boulevard, Los Angeles, Calif.) *The choreiform syndrome; its significance in children's behavior problems*. *Calif. Med.*, 1948, 68, 154-158. —Since 1930 more than 3000 school behavior problems have passed through the author's hands, including 700 adolescent delinquents or predelinquents. Over half of the 3000 cases have shown on thorough investigation evidences of an organic core of disease. Extremely few of these have had epidemic encephalitis (0.1%). Of etiological significance in the problem behavior cases were: forceps birth; malnutrition of severe febrile disease during the first year; "fall on the head" during infancy or childhood; high fever and/or delirium associated with any of the acute exanthemata; undiagnosed or unexplained fevers of varying durations; middle ear infection with or without mastoiditis. The behavior problems in these children consisted of change in personality and behavior in the direction of "nervousness" and

hyperactivity with or soon after puberty; progressive failure and maladjustment to school; divergence of behavior in the direction of delinquency. These outcomes appear despite normal intelligence, good general health and even favorable home environment. Very often medical treatment of the apparent neurophysiological disturbances, along with proper adjustments of psychological relationships in the environment patterns brings about an increasing improvement. —F. C. Sumner.

3497. Wishik, Katherine S. *Psychological problems of pre-school children*. In Meyer, G., *Studies of children*, (see 22: 3396), 5-25. —Mothers of 100 normal young children were interviewed at a NYC Well Baby Clinic. The most common problems of the 50 children under age 1 were those related to constipation and disturbance of sleep and feeding, in that order; with the 28 children between 1 and 2 no single problem predominated; and of the 22 children between 2 and 6, about half presented feeding problems and nearly the same number had trouble in establishing habits of bowel and bladder control. Detailed analyses of the problems are included. —J. L. Gewirtz.

[See also abstracts 3394, 3400, 3402, 3408, 3458, 3521, 3538, 3542, 3543, 3545, 3563, 3572, 3577, 3594.]

VOCATIONAL GUIDANCE

3498. Boolsen, Robert Watt. *Erhvervsvejledningen in Denmark*. (Vocational advisement in Denmark.) *Menneske og Miljø*, 1947, 2, 36-39. —Vocational advisement was first begun in Copenhagen 30 years ago. Later it was adopted in Aarhus and Odense. Each of these 3 places had different aims and standards, and there was no connection with work done in other places. In 1917 a small pamphlet was published on this subject, which has grown to become a book of over 100 pages in 1935. To-day a large monograph is published biannually on this subject, and all supervision and teaching has become centralized and standardized under the guidance of a federal official. Research is progressing in this field, and it is being encouraged by social and labor groups. The qualifications of supervisors, teachers and advisers are given, and the salaries paid each. Cards of 600 to 700 occupations have been printed and students are being given professional advice throughout the country, in choice of occupations. The author recommends the use of radio and films to popularize vocational advisement. —O. I. Jacobsen.

3499. Grover, Louise Rowlett. (McKinley High School, Washington, D. C.) *The interview helps the student*. *Engl. J.*, 1948, 32, 85-88. —Description of a plan for students to secure occupational information by interviews with persons employed in various occupations. —G. S. Speer.

3500. Hoppock, Robert. (New York U.) *A review of new books and pamphlets on occupations*

for college students (1942-1946). *Educ. psychol. Measmt*, 1947, 7, 485-488.—A listing is given of books and pamphlets on occupations for college students. Listing is made of: (1) principal publishers of Occupational pamphlets, 1942-1946; (2) some of the better books and pamphlets from other publishers, 1942-1946; and (3) basic references on Occupational Information, 1942-1946.—S. Wapner.

3501. Kaplan, Oscar J. [Ed.] (*San Diego State Coll., Calif.*) **Encyclopedia of vocational guidance.** 2 vols. New York: Philosophical Library, 1948. xxi, 1422 p. \$18.50.—This dictionary type encyclopedia includes entries for vocational guidance terms and methods, tests used, country and organizational programs, and a limited number of occupations. All entries are signed by one of the 287 collaborators.—C. M. Louttit.

3502. Super, Donald E. (*Teachers Coll., Columbia U., New York.*) **Vocational interests and vocational choice: present knowledge and future research in their relationships.** *Educ. psychol. Measmt*, 1947, 7, 375-383.—A brief survey is presented of the relationship between vocational interests and vocational choice for the purpose of ascertaining areas of needed research. It is concluded that among others, the major problem which needs to be studied is the role of experience in the development of vocational interests in the formative period. Other problems are noted. 30 references.—S. Wapner.

[See also abstracts 3336, 3597.]

BEHAVIOR DEVIATIONS

3503. Blain, Daniel. (*Neuropsychiatric Div., V. A., Washington, D. C.*) **Priorities in psychiatric treatment of veterans.** *Milit. Surg.*, 1948, 102, 85-95.—Statistics of neuropsychiatric veterans and the personnel to treat them, are reviewed. Judging from the extent of discharge and recurrence, it is estimated 134,000 beds will be occupied by 1965. The number of beds assigned to neurological and psychiatric patients exceeds that of all other cases combined, about 54%. In 1946 only 12% of admissions were in the neuropsychiatric category. The discrepancy of 12% vs. 54% is based on the fact that other conditions are more readily curable and are discharged. Unhospitalized veterans on the compensation rolls of the Veterans Administration raise the number to 475,000. The psychiatric and neurological activities of the Veterans Administration now have approximately 700 civilian doctors working full-time out of a total of 3,450 physicians, about 2,700 nurses, 10,000 attendants, 300 psychiatric social workers, and 200 clinical psychologists.—G. W. Knox.

3504. Bond, Douglas D. **Common psychopathology.** In Witmer, H. L., *Teaching psychotherapeutic medicine*, (22: 3487), 332-350.—The dynamics of some of the pre-psychotic and early psychotic reactions, of "morbid grief" (psychotic depression), of involutional depression, of early schizophrenias, and of psychopathic personality, as well as ways of

identifying and handling these psychopathologies, are dwelt on briefly. Morbid grief and "melancholia" are differentiated from normal grief, the differential factor being the presence of guilt in the former. The danger of suicide in some of these disorders, including delirium, is pointed out. The danger of homicide is also considered. And the physician is cautioned to avoid all homosexual reference when dealing with a paranoid for paranoia is a defense against the threat of homosexuality. Discussion.—S. S. Spivack.

3505. Brosin, Henry W. **Common psychopathology.** In Witmer, H. L., *Teaching psychotherapeutic medicine*, (see 22: 3487), 313-331.—The concepts of psychopathology are discussed in varying detail, and cases in point are presented in illustration. The mechanisms utilized in the handling of conflict and anxiety in the hysterics, the obsessional states, the depressions, and the paranoid states, and the resultant behavioral characteristics are described. The physician is cautioned, however, that whenever in doubt about the meaning of presenting symptoms, he should not try to find a syndrome corresponding to the patient's complaint but he should rather turn to his (the patient's) life history, in order to find there a "clue to the solution that the patient is trying to achieve in the present situation." Discussion.—S. S. Spivack.

3506. Meakins, J. C. (*Royal Victoria Hosp., Montreal, Canada.*) **The program of the International Committee for Mental Hygiene.** *Ment. Hyg., N. Y.*, 1948, 32, 37-44.—The third mental health congress will deal with mental health and world citizenship. The responsibilities of "medical citizenship" are discussed and related to the training of physicians and of psychiatrists.—W. L. Wilkins.

3507. Morlan, George K. (*Springfield Coll., Springfield, Mass.*) **The statistical concept of normal: a criticism.** *J. gen. Psychol.*, 1948, 38, 51-56.—A functional interpretation of "abnormal" is advanced to replace the over-worked and psychologically harmful and scientifically useless statistical concept. Sanity is qualitatively, not merely quantitatively, different from insanity. The notion that "we are all a little crazy" is attacked. 5 standards for judging thought processes are advanced: rationality, feelings in proportion to significance of events, democracy in appraisal of others, non-evasiveness, and honesty.—B. R. Bugelski.

3508. Sullivan, Harry Stack. **Mental-health potentialities of the World Health Organization.** *Ment. Hyg., N. Y.*, 1948, 32, 27-36.—Mental health potentialities are dependent upon the potentialities within psychiatry. The WHO is likely to become a center of interest in public health, epidemiology, nutrition, but to neglect the problems of the prevention of social and personal evils. The promotion of world mental health cannot be founded on a single nation's ideology or system of values, but must consider cultural differences. Study of these differences is urgent. Because the United States has the

greatest resources of trained personnel in mental health it must take the lead in the work of building international mental health.—*W. L. Wilkins.*

3509. Swanson, Carl H. **State of Minnesota Division of Public Institutions.** *Amer. J. ment. Def.*, 1948, 52, 290-293.—A description is presented of the public institutions of the state of Minnesota. The provisions made for the care of the mentally ill, mentally deficient and for defective delinquents are described. Latest proposals for the improvement of care, approved by the State Legislature, are also included.—*V. M. Staudt.*

MENTAL DEFICIENCY

3510. Aldrich, C. Anderson. (*Mayo Clinic, Rochester, Minn.*) **Preventive medicine and mongolism.** *Amer. J. ment. Def.*, 1947, 52, 127-129.—A program for the rapid commitment of mongoloid infants to institutions is outlined. The author offers the following specific recommendations as to procedure: (1) When the diagnosis has been made the mother can be told that the baby is not strong enough to be brought to her. (2) The father is asked to meet the physician together with any close relatives who are available in order to discuss the problem. Enrollment of the aid of a clergyman who knows the family is also suggested. (3) If the father and the relatives can be made to accept outside placement for the child, the physician and the husband can then report the whole situation to the mother. Thus, she is asked not to make the decision, but to accept the one already made. This minimizes the likelihood of her developing guilt feelings as a result of surrendering the child. (4) The physician can then arrange for immediate placement. This method demands that the physician take the lead in precipitating an immediate crisis in order to prevent more serious difficulties later on. Thus far the procedure has been found by the author to be reasonably successful.—*V. M. Staudt.*

3511. Arthur, Grace. (*State Public Sch., Owatonna, Minn.*) **Pseudo-feble-mindedness.** *Amer. J. ment. Def.*, 1947, 52, 137-142.—The pseudo-feble-minded group is herein described as being made up of the following individuals: (1) Those with special disabilities that have been confused with poor general ability. (2) Those with delayed speech that extended far beyond normal limits, but did not prevent development of non-verbal abilities. (3) Individuals who had had severe early illness that delayed but did not prevent mental development. (4) Individuals with brain injury that interfered with some kinds of intellectual activity but not with others. (5) Individuals with physical handicaps such as impaired vision, impaired hearing and the like that interfere with academic learning and with success on some scales for measuring intelligence. Such individuals often find their way to an institution for the feble-minded because an incorrect diagnosis was made by the community in which the child lived before institutionalization. The author

describes the program of the State Public School of Owatonna for returning to normal community life as many of these individuals as can be returned safely.—*V. M. Staudt.*

3512. Buchan, Dorothy, & Hackbusch, Florentine. (*Bureau of Mental Health, Harrisburg, Pa.*) **State practices and procedures in the licensing of private schools for mental defectives.** *Amer. J. ment. Def.*, 1948, 52, 278-281.—The report of a survey done by the authors on state practices and procedures in respect to the licensing of private schools for mental defectives is given. The information was obtained in response to letters written to the 48 states, the District of Columbia, and the Territory of Hawaii. Replies were received from all but 14 states. The specific requirements and regulations of the various states are discussed with particular reference to those of Pennsylvania.—*V. M. Staudt.*

3513. Burke, James D. (*Dixon State Hosp., Dixon, Ill.*) **The role of the chaplain in an institution for the mentally deficient.** *Amer. J. ment. Def.*, 1947, 52, 162-167.—The program developed at the Dixon State Hospital to minister to the religious needs of its mentally deficient, epileptic, and post-encephalitic patients is described. General aspects of the chaplain's work are discussed as well as the integrated work, personal service, family service and work with parolees. The role of religious instruction in the rehabilitation of defective delinquents is evaluated and 4 appropriate case studies are presented.—*V. M. Staudt.*

3514. Cleaver, Minnie A., & Wearne, Raymond G. (*Wassaic State Sch., Wassaic, N. Y.*) **Problems and trends in nutrition and food service in the institution for the mentally deficient.** *Amer. J. ment. Def.*, 1948, 52, 227-231.—The New York State Program for improving institution diets is presented. The details of personnel training, equipment needed, menu-planning and the like are described.—*V. M. Staudt.*

3515. Hastings, Donald. (*U. Minnesota Med. Sch., Minneapolis.*) **Some psychiatric problems of mental deficiency.** *Amer. J. ment. Def.*, 1948, 52, 260-262.—The correct handling of the mentally deficient child is considered to lie in the correct management of the parents. It is felt that the psychiatrist can do much to ease the load that the parents of these children are destined to carry. The feble-minded child brings with him some rather specific problems in the form of guilt, shame, and incriminations and these must be dealt with tactfully by the professional people who come in contact not only with the children but with the parents.—*V. M. Staudt.*

3516. Hathaway, Starke R. (*U. Minnesota Med. Sch., Minneapolis.*) **Planned parenthood and mental deficiency.** *Amer. J. ment. Def.*, 1947, 52, 182-186.—The planned parenthood program is herein discussed in its relation to the defective and dull normal population. The author maintains that planning a

family is something that is teachable and requires educational and other social services. It is his opinion that the program must be interpreted for these people in simple and direct terms, since the defective and the dull normal are less ready to pick up and apply broader social aims and purposes. In addition, on-the-spot clinics and easily available guidance are urged for not only medical information but psychological and psychiatric handling of the personal and social problems that these individuals face.—V. M. Staudt.

3517. Levy, Sol, & Perry, H. A. (*Eastern State Hosp., Medical Lake, Wash.*) **Pertussis as a cause of mental deficiency.** *Amer. J. ment. Def.*, 1948, 52, 217-226.—128 children were studied, all of whom had an attack of whooping cough prior to their commitment to the Eastern State Custodial School. The age range at the time of commitment was from 2 to 43 years. The age range according to the time of the occurrence of the whooping cough was from 6 weeks to 11 years. The age range of the children at the time of this study was from 2 to 53 years. The patients were divided into different groups, according to the age at which they suffered the attack revealing that 48 children had pertussis prior to 2 years of age; 35 children suffered the attack between the ages of 2 and 5 years; and 45 had pertussis after 5 years of age. In 20 of these 128 children there appeared to be a definite relationship between the whooping cough and the intellectual retardation which followed. These cases are discussed in detail and 3 typical cases are specifically described. The authors conclude on the basis of their study that whooping cough occurring early in infancy may lead to severe intellectual deterioration and personality distortions later in life. These conditions in all probability have as their basis structural changes in the brain produced by whooping cough.—V. M. Staudt.

3518. McCulloch, T. L. (*Letchworth Village, Thiells, N. Y.*) **Reformulation of the problem of mental deficiency.** *Amer. J. ment. Def.*, 1947, 52, 130-136.—A working concept representative of present day thought and action regarding mental deficiency is formulated. The following points are indicated: (1) Mental deficiency is an administrative grouping, comprising individuals with gross social incompetence and mental retardation. (2) Fluctuating community requirements as well as the individual's own qualifications determine his inclusion in the grouping. (3) The association between intelligence and social competence is far from perfect at the higher levels. (4) Prognosis varies greatly among individuals in the grouping. The author feels that definite recognition of these points may tend to decrease the stigma associated with the term, mental deficiency, as well as to orient diagnosis and treatment toward correction of deficiency where possible, and to increase research in cognate sciences and problems specific to mental deficiency.—V. M. Staudt.

3519. McPherson, Marian White. (*Wayne U., Detroit, Mich.*) **A survey of experimental studies of learning in individuals who achieve subnormal ratings on standardized psychometric measures.** *Amer. J. ment. Def.*, 1948, 52, 232-254.—A review is presented of the experimental studies of learning in individuals who have been demonstrated by psychometric criteria to be subnormal. The learning studies are grouped into 3 categories: (1) learning of relatively simple tasks; (2) learning in problem situations; (3) conditioning.—V. M. Staudt.

3520. Nash, Alice Morrison. (*Training School, Vineland, N. J.*) **An educational guide suggested for use with mentally deficient children.** *Train. Sch. Bull.*, 1948, 45, 1-10.—The kindergarten, academic, and musical aspects of the program at Vineland are outlined.—W. L. Wilkins.

3521. Neuer, Hans. (*Lincoln State Sch., Lincoln, Ill.*) **The relationship between behavior disorders in children and the syndrome of mental deficiency.** *Amer. J. ment. Def.*, 1947, 52, 143-147.—This analysis is based upon routine examinations of 300 patients at the Lincoln State School, as well as upon clinical observations, social history findings and other records available at the institution. All persons were committed adjudged as feeble-minded, because of social incompetence and low intelligence. The cases were divided into 2 categories for purposes of the study. The first class included types of "organic" pathology and the second included a neuro-psychotic group with a history of minor or major psychosis and a simple type without such history. As a result of his analysis the author reports that abnormal "somatic," emotional and cultural factors might cause mental retardation, but emotional disturbances, inferior cultural milieu, and substandard economics were mainly responsible for the existence of the moron. Many "mental" and "physical" illnesses might interrupt the child's development. The earlier the disease begins, the longer it lasts and the more serious will be the consequences for the final intelligence. "The mental deficiency in neurotic or psychotic children is therefore the result and not the underlying cause of a minor or major psychosis in childhood."—V. M. Staudt.

3522. Norén, Axel. **Den fortsatta omvårdnaden om hjälpskolans elever.** (The prescribed methods for special training-school students.) *Menneske og Miljø*, 1947, 2, 40-47.—The mentally-retarded are given special training in Norway, similar to that given in other countries. Groups at different age-levels and intelligence are given specific training, according to their abilities. The training-schools attempt placement, and here, as in their training, attempts are made to "put a round peg in a round hole." A study was made of those who had left the school after training was completed, and it was found that various types of work were engaged in, according to training taken, and that only 13% were not working, which included those who were ill, in school, and those unwilling to work. The subjects taught or the curriculum is given, as also the placement in

various fields, of their "graduates." Results are gratifying, and it is expected that greater progress will result as the training continues.—O. I. Jacobsen.

3523. **Pense, Arthur W.** (*N. Y. State Dept. of Mental Hygiene, Albany, N. Y.*) **The problem of the pre-school mentally deficient child.** *Amer. J. ment. Def.*, 1947, 52, 168-171.—Formerly the care of young mentally defective children was considered primarily the responsibility of the family or local and county welfare units. The author describes the program of caring for these very young defectives in New York State where the problem has become so acute that the local facilities can no longer carry the main responsibility. The proposed extension of facilities to include the care of younger defectives in N. Y. State institutions is discussed in detail. It is felt that the demand for the care of these pre-school mentally deficient children will continue and increase, as it has for the older age groups, and that other State governments will be called upon to do something about it.—V. M. Staudt.

3524. **Sampson, Alan H.** (*Children's Benevolent League of Washington, Tacoma.*) **Developing and maintaining good relations with parents of mentally deficient children.** *Amer. J. ment. Def.*, 1947, 52, 187-194.—The methods by which the Children's Benevolent League has been able to secure the cooperation and interest of the parents of the mentally retarded are described. Enlistment of the support and cooperation of parents of the mentally retarded is suggested by the author for all who direct schools and institutions to which these children are sent.—V. M. Staudt.

3525. **Sloan, William, & Harman, Harry H.** (*Lincoln State School and Colony, Lincoln, Ill.*) **Constancy of IQ in mental defectives.** *J. genet. Psychol.*, 1947, 71, 177-185.—A study was made of the IQ changes of 1,446 patients in the Lincoln State School and Colony, all of whom were below 100 in IQ and had been given 2 to 8 tests over a period of years. "There were almost twice as many cases that lost in IQ as those which gained, and the variation was relatively greater for the group which decreased in IQ. The mean loss was 2.6 points; 31 per cent had a gain in IQ while 61 per cent showed a loss. Reliability coefficients show a tendency to decrease with increase of interval between testings. Changes in IQ are not related definitely to level of intelligence within the group, but the average loss in IQ may be assumed as representative for the entire group of institutionalized mental defectives."—R. B. Ammons.

3526. **Stowell, Geraldine.** (*District Training School, Laurel, Md.*) **Mental defectives and the courts.** *Amer. J. ment. Def.*, 1948, 52, 255-259.—In many cases that come before the local courts on various charges, the judges and jurists do not realize that they are dealing with mental defectives of high grade moron level, because the differences between the high grade moron and those with normal intelligence are not so easily recognized. In many cases

there exists also in the mind of some lawyers a confusion between insanity and mental deficiency. As a consequence, some mentally defective individuals are sent to correctional institutions instead of institutions for the mentally handicapped and vice versa. Four cases are presented to illustrate this lack of recognition and consideration. The author feels that several recommendations are in order: (1) Training in the understanding of human behavior should be part of the potential lawyer's training. (2) The addition of trained staff to court personnel who could discover evidence of mental deficiency earlier in the course of a hearing. (3) The further development of screening or diagnostic clinics in urban centers so that courts could obtain proper diagnosis and follow-up. (4) A mandatory requirement to have the mental level of all persons appearing in court except for minor offenses, established through examinations and that such information become as pertinent a part of evidence as the defendant's name and address.—V. M. Staudt.

3527. **Thorne, Frederick C.** (*Brandon State School, Vt.*) **Counseling and psychotherapy with mental defectives.** *Amer. J. ment. Def.*, 1948, 52, 263-271.—Counseling and psychotherapy with mental defectives is demonstrated herein as possible and profitable, though contrary to established attitudes in the child guidance movement. The results of a systematic application of a comprehensive guidance program at the Brandon State School during a 2-year period are reported. Methods of administration are discussed and an evaluation is made of the methods of counseling and psychotherapy which have been found effective with mental defectives. The analysis of the results indicates that definite improvement occurred in the morale of the entire institution and in the individual welfare of the children. The author states that counseling with mental defectives is practical and that the magnitude of the problem renders it desirable that an extensive program of research be undertaken to exploit the possibilities of the new philosophy of case handling.—V. M. Staudt.

[See also abstracts 3622, 3625, 3656.]

BEHAVIOR PROBLEMS

3528. **Feldman, Harold** (*U. Michigan, Ann Arbor*), & **Maleski, Alexander A.** **Factors differentiating AWOL from non-AWOL trainees.** *J. abnorm. soc. Psychol.*, 1948, 43, 70-77.—Matched groups of AWOL and non-AWOL trainees were rated on 185 items of previous behavior. 26 items seem predictive of probable AWOL's. The general signs are maladjustment in pre-Army life, habits of fleeing from unpleasant situations, somatic complaints, or aggression.—C. M. Harsh.

3529. **Lagache, Daniel.** (*U. Strassbourg.*) **La jalousie amoureuse.** (*Love jealousy.*) Paris: Presses Universitaires de France, 1947. 362 p. Fr. 360.—The method of treatment is descriptive and psychoanalytical. In 21 chapters, many phases

of jealousy are described from their incipience to various outcomes, including crime, illustrated with case studies based on the author's original observation. Love jealousy is described as a conflict between desire and possession, beginning with a state of unstable equilibrium, involving anxiety resulting from lack of satisfaction, fear and uncertainty. A feeling of frustration exists because of conflict between aspiration and reality, accompanied by disturbance of the heart and other internal organs. The termination of jealousy is a return to reality, by a recognition of true values and a reaffirmation of objective conditions. The author advises orientation to the jealous trait in character by considering hereditary constitution and the physiology involved. Psychoanalysis can assist in better understanding by taking into consideration the total personality. Reference is made to the theories of other investigators. 5-page bibliography.—G. E. Bird.

3530. Paster, Samuel. (Kennedy V. A. Hosp., Memphis, Tenn.) **Alcoholism—an emergent problem among veterans.** *Ment. Hyg., N. Y.*, 1948, 32, 58-71.—In one veterans hospital from 30 to 40% of the patients suffer from alcoholism, either primarily or secondarily. Three cases are given to illustrate motivation and dynamics.—W. L. Wilkins.

3531. Romano, John. **Anxiety.** In Witmer, H. L., *Teaching psychotherapeutic medicine*, (see 22: 3487), 225-260.—The problem of anxiety is dealt with in some detail as it is experienced on the one hand by physically sick patients (in acute and chronic illness) and on the other, by those experiencing it in a neurotic manner. It is emphasized that the doctor should understand that anxiety is a useful and normal emotional experience serving to bring "to the awareness of the conscious part of the personality a serious danger" with the result that it (the personality) mobilizes defenses against the forces threatening it. Anxiety is basic to all neurotic symptoms and is caused by a conflict of opposing forces within the personality threatening its integrity. In neurotic behavior, the anxiety is seemingly altogether out of proportion to the stimulus factor provoking it. The different types of "real" and neurotic anxieties are reviewed, and the various defenses used to help combat and channelize anxiety are described. Clinical illustrations are presented. Discussion.—S. S. Spivack.

3532. Schneck, Jerome M. (U. S. Disciplinary Barracks, Fort Missoula, Mont.) **Benzedrine psychosis: report of a case.** *Milit. Surg.*, 1948, 102, 60-61.—The illicit use of benzedrine as a cerebral stimulant by some inmates of disciplinary barracks is common knowledge for persons associated with these institutions. Many psychological changes occur with its excessive use—irritability, loquaciousness, and increased psychomotor activity are common. A sample case is described—the patient had consumed 1½ benzedrine inhalers within 36 hours. The subject was restless and confused, believed other inmates intended to kill him, heard verbal accusations and experienced a visual hal-

lucination of a knife on the floor. Speech was muddled and mixed with irrelevant data. Within 48 hours he experienced a clearing of consciousness and within a week all symptoms vanished. There was no amnesia for his earlier anxiety, hallucinations and delusions.—G. W. Knox.

3533. Thimann, Joseph. (Washingtonian Hosp., Boston, Mass.) **Constructive teamwork in the treatment of alcoholism.** *Quart. J. Stud. Alcohol*, 1948, 8, 569-579.—In the treatment of the alcoholic differential diagnosis is primarily essential. A case is detailed to illustrate how emotional needs are met by the social worker and the physician, physical needs by the conditioned reflex treatment eliminating the craving, environmental needs by counseling with the patient's wife, and recreational needs by identification with a male cousin and association in an abstinence club.—W. L. Wilkins.

3534. Voegtlin, Walter L. (Shadel Sanitarium, Seattle, Wash.) **Conditioned reflex therapy of chronic alcoholism; ten years' experience with the method.** *Rocky Mtn med. J.*, 1947, 44, 807-812.—The experience gained from the treatment of 4,000 cases of chronic alcoholic addiction over a period of 10 years at the Shadel Sanitarium is reported. While all the patients were subjected to conditioned reflex therapy, it was found that approximately half of them were cured by this means alone. In the others the method had to be supplemented with physical, social rehabilitation, formal psychotherapy and other specialized procedures. An earlier set up criterion of "cure," namely abstinence for a period of 4 years has been found fallacious for a slight degree of recidivism among patients from the 4th to 10th year after treatment has been observed. The successful use of the conditioned reflex method depends on the precise execution of the conditioning technique. The conditioned stimulus (liquor) must precede and overlap the exhibition of the unconditioned stimulus (nausea following emetine injection). One must be sure that patient does not absorb the alcohol. Periodic reinforcement of the conditioned reflex is important. The formation of extramural clubs and societies by patients has not been definitely as valuable in rehabilitation as frequent contact of the patient with sanitarium and of sanitarium with patient in his environment.—F. C. Sumner.

3535. White, Ralph K., Wright, Beatrice A., & Dembo, Tamara. (Stanford U., Calif.) **Studies in adjustment to visible injuries: evaluation of curiosity by the injured.** *J. abnorm. soc. Psychol.*, 1948, 43, 13-28.—Interviews with 100 visibly injured servicemen are the basis of this analysis of varieties of reaction to curiosity and staring. Discussion of injuries is acceptable when it is controlled by the wishes of the injured man, but is objectionable when it represents idle curiosity. Staring is an invasion of privacy which the injured man can not control. His acceptance or rejection of his injury determines his perception of the other person's attitude and interest. Talking about implications of the injury may aid his outlook. Avoiding the topic makes the

injured man more insecure and sensitive, rather than resolving his conflicting feelings.—C. M. Harsh.

[See also abstract 3295.]

SPEECH DISORDERS

3536. Frédrick, L. *Le bégaiement est-il guérissable?* (Is stammering curable?) *Cah. Pédag., Univ. Liège*, 1947, 7, 97-101.—A new method is suggested for the cure of stammering, excellent results having been obtained in 3 weeks time from the course of treatment.—R. Piret.

3537. Sepersky, Janet D., & Huber, Mary Wehe. (Brooklyn (N. Y.) Coll.) *Dysphasia*. Chicago, Ill.: National Society for Crippled Children and Adults, 1948. 5 p. (mimeo.)—This list includes references to books and articles dealing with the aphasias.—C. M. Louttit.

[See also abstract 3333.]

CRIME & DELINQUENCY

3538. Billgren, Poul. *Børneforsørgsproblemer i Danmark*. (Child delinquency problems in Denmark.) *Menneske og Miljø*, 1947, 2, 103-107.—For 100 years there has been work in overcoming child delinquency in Denmark, and progress has been both slow and fast at times. Further needs to-day and in the future are discussed, and a special need mentioned is the cooperation between educators and psychiatrists. Effective training programs have usually been lacking, but the reason for hesitation in accepting such programs has been the expense involved. Denmark is behind other nations in attempts and work to overcome child delinquency, but the nation is conscious of the problem, and can well improve these conditions.—O. I. Jacobsen.

3539. Bowling, R. W., & Davidson, Wayne R. (U. Southern California, Los Angeles.) *Administrative aspects of delinquency control*. Los Angeles: U. Southern California, 1946. 74 p. (mimeo.)—A didactic outline of the administrative principles and techniques involved in police juvenile work and in delinquency control is offered with an eye toward further establishment of crime prevention bureaus. Planning, organization, staffing, coordination, supervision, and public relations are discussed in discrete chapters.—A. Burton.

3540. Karlsson, Georg. *Lynchningen som ett konformitetsfenomen*. (Lynching as a phenomenon of conformity.) *Menneske og Miljø*, 1947, 2, 89-102.—In discussing lynching, the group involved is important. A crowd is a deliberate massing of individuals under institutional auspices, such as an audience. But a mob is a crowd in which the attention and emotions of the members become concentrated upon some object or activity with so great intensity, that members lose their powers of rational inhibition. American sociologists are quoted, and all examples of lynching are from American sources, which are given to indicate the reactions of mobs in a

lynching situation. Persons will conform to certain actions in a group, which they never would to if alone, and if rationalizing were done at all. They will follow a leader's suggestions in stress and excitement. Three methods for overcoming lynching are suggested, namely: (1) forbid meetings of mobs; (2) punishments; (3) take the offenders (those toward whom the mobs are antagonistic) far away from vicinities where the cause or crimes originated.—O. I. Jacobsen.

3541. Karpman, Benjamin. *Sex life in prison*. *J. crim. Law Criminol.*, 1948, 38, 475-486.—This study is based on an investigation of the problem of sex life in prison. The various aspects considered are: (1) attitudes toward sex life of prisoners; (2) early reactions to sex privation; (3) abnormal sexual practices; (4) perverse trends and behavior; (5) the late effects of sex privation; and (6) treatment.—V. M. Stark.

3542. Master, J. M. *Juvenile delinquency—a parent-teacher challenge*. *J. educ. Sociol.*, 1948, 21, 385-390.—Delinquency is learned behavior. The efforts of parents and teachers must be coordinated to improve the child's training for good citizenship. Every child should be educated to "the acceptance of a higher authority; increased self-control and self-discipline; the basic requirements of team play; and the essentials of a democratic attitude."—H. A. Gibbard.

3543. Meier, Elizabeth G. *Girls involved in sex offenses*. In Meyer, G., *Studies of children*, (see 22: 3396), 157-167.—From data drawn from the records of a children's protective agency, a study was made of 100 girls used as material witnesses in court prosecutions of men charged with sexual offenses against them. Poverty and broken homes were far more prevalent among the families of these girls than in the general population. 14 of the girls were pregnant and 7 had venereal infection. Of the 71 girls who had sexual intercourse, less than a third of the relationships had been engaged in without the elements of compulsion, incest, plurality of sex partners, girls less than 14 yrs. of age, or the man more than 15 yrs. older. The white men charged with offenses were much older, and were charged with engaging in abnormal sex practices more frequently, than were the Negro men. There is evidence that when the children's court decided the disposition of the girls' cases the nature of the sex activity itself rather than each girl's "whole situation" was given greater weight. Negro men, in spite of the fact that they were younger and involved fewer girls, were imprisoned more frequently upon conviction than were white men.—J. L. Gewirtz.

3544. Peterson, Virgil W. *Facts and fancies in crime prevention*. *J. crim. Law Criminol.*, 1948, 38, 466-474.—Over-simplification of the complex problem of human behavior has seriously impeded any substantial progress in preventing crime. A plea is made to inaugurate comprehensive programs embracing many of the causative factors involved to

prevent crimes. It is suggested that a National Institute for Crime Research be established to further progress in this field.—V. M. Stark.

3545. Schneider, Wilmo F. **Medical aspects of juvenile delinquency.** *Ohio St. med. J.*, 1948, 44, 260-264.—The delinquent child is described from the standpoint of a psychobiological unit wherein emotional and personality maladjustments are integrated with some physical defect. From this viewpoint cases of postencephalic behavior disorders, general behavior disorders with positive electroencephalograms, psychomotor behavior, and psychopathic personality are considered.—G. W. Knox.

3546. Stürup, Georg K. **Sexualforbrydelse og Kastration.** (Sex criminals and castration.) *Menneske og Miljø*, 1947, 2, 112-118.—Throughout this article, the author makes reference to a book written on this subject, and cites examples and quotations from it. Legal castration of sex criminals in Denmark has improved conditions. Denmark has been a leader in this idea. Britain has considered it, but America has scarcely observed it, to say nothing of considering it for adoption. The law permits the operation in the case of sex criminals, and it is gratifying to observe that judges accept and co-operate in enforcement of the law. The punishment may seem drastic, but there are now far fewer sex crimes in Denmark as a result of the law. To-day, the public in general, has adopted the attitude that sex crimes are a thing of the past. Further study of the problem is needed by criminologists, sociologists, psychologists, psychiatrists and the legal profession.—O. I. Jacobsen.

3547. Thurén, Gunnar. **Ungdomsfängelseidéns utformning i Sverige.** (Youth penal training development in Sweden.) *Menneske og Miljø*, 1947, 2, 14-20.—In Sweden today, in 250 places, there is training of youth delinquents from 18 to 20 years of age. In 1940 there were only 100 such places of training. This type of work has a psychological motivation, and is similar to that of Denmark and England. Condemnation and strict discipline are not means for overcoming conditions of delinquency. Teaching is being done in the schools as a preventive measure, and this includes also theoretical studies. But the most important means is the correspondence course which is very popular. Culture courses and hobbies are also important. Understanding the delinquent is necessary, both for teaching and for the judgment of punishment which may include confinement to an institution. Experimentation is being carried on in institutions of reform, which, it is hoped, will develop results which will help to overcome delinquency.—O. I. Jacobsen.

3548. Wattenberg, William W. (Wayne U., Detroit, Mich.) **Boys in trouble, 1946.** Detroit: Crime Prevention Bureau, Detroit Police Dept., 1947. 15 p.—This report is an analysis of a history sheet, inaugurated by the Crime Prevention and Boys Juvenile Bureaus of the Detroit Police De-

partment, for recording data concerning boys who were interviewed by the Juvenile Officers on complaint. The primary purpose of the form was to secure information useful in making the wisest possible disposition of each case. The findings for the last five months of 1946 are summarized. The various environmental forces are treated on the basis of statistical analysis. These include the home, the community; recreational, religious, school, and economic activities; the parents and family relations. All the intricacies of the interrelationships of these factors are presented in tabular form. It is hoped by the author that some of the findings may assist various agencies in the planning of their activities.—R. D. Weitz.

3549. Willbach, Harry. **Recent crimes and the veterans.** *J. crim. Law Criminol.*, 1948, 38, 501-508.—This article is based on a study of arrests in New York City for major crimes. It was found that in 1946, 30% of the offenders were within the age group which includes almost all of the ex-service men. Comparison is made with previous years and the conclusion reached is that the veteran has not turned to crime but is concerned with reestablishing himself in society.—V. M. Stark.

[See also abstracts 3437, 3459, 3526.]

PSYCHOSES

3550. Filippini, Clearco. **Ipotesi sulla patogenesi della schizofrenia.** (Hypotheses concerning the pathogenesis of schizophrenia.) *Rass. Studi psichiat.*, 1947, 36, 296-309.—Various theories of the pathogenesis of dementia praecox are reviewed. The author considers most plausible the recent theory advanced by Gomirato and Padovani, according to which there is a specific constitutional predisposition to a lesser resistance of the nervous system, especially of the neuro-vegetative system, determining by means of toxic actions (sympathetic-like substances) and by means of alterations of the endocrine glands, spasms of capillary vessels, and subsequent alteration of the associative structures of which some may be reversible, others not. This hypothesis is also capable of explaining the modern therapeutic mechanism of shock-treatment.—F. C. Sumner.

3551. Liebert, Erich, & Davis, Loyal. **The surgical treatment of psychoses.** *Illinois med. J.*, 1948, 93, 203-206.—Results of pre-frontal lobotomy on 38 cases (25 schizophrenics, 6 manic depressives, and the balance scattered) are described. 25 cases showed improvement (15 schizophrenics, 4 manic depressives, 6 others). Patients selected for operation had been ill for many years and constituted severe behavior problems in the institution.—C. M. Louttit.

3552. Stransky, Erwin. (U. Vienna, Austria.) **Zur Bedeutung abnormer Empfindungen im Bereich der Körpersphäre bei der Schizophrenie.** (On the significance of abnormal sensations in the realm of

the body-sphere in schizophrenia.) *Wien. med. Wschr.*, 1948, 98, 13-14.—Abnormal sensations, particularly from the viscera, are attributed in schizophrenics to their intrapsychic ataxia, to an incoordination of normal intrapsychic synergies. An essential consequence of this intrapsychic ataxia is the breaking down of natural correlations between thymopsychic and noopsychic functions, resulting in functional chaos within the psyche, dislocations, derailments, obstructions, leapings, overlong delays, resistances, breakings through.—F. C. Sumner.

3553. Zalla, A. (*Psychiatric Hosp. Florence, Italy.*) **Osservazioni psicodiagnostiche condotte col reattivo di Rorschach su malinconici o maniaci.** (Psychodiagnostic observations made with the Rorschach test on melancholics or manics.) *Rass. Studi psichiat.*, 1947, 36, 283-295.—The author finds that the psychodiagnostic indications with the Rorschach test on a group of melancholics and on a group of manics are on the whole similar to those found previously by others. Both melancholics and manics show a dearth of responses. The long duration of the malady in the majority of the present subjects, recidivism, and environmental factors are thought responsible for poor showing of these subjects.—F. C. Sumner.

PSYCHONEUROSES

3554. Alexander, Franz. **What is a neurosis?** *Dig. Neurol. Psychiat.*, 1948, 16, 225-233.—Neurosis is defined as a disturbance in ego function as revealed by a person's "inability to find harmonious gratification for his specific personality needs in a given situation." This "relativistic interpretation" stresses for the individual case 3 sets of interlocking factors: heredity, early life experiences, and difficulties met during the lifetime. "A person becomes neurotic when his personality clashes with the specific situation in which he has to function." Present day incidence of the neurosis is partially accounted for on grounds of rapid social change with attendant demands upon the ego.—L. A. Pennington.

3555. Kaufman, M. Ralph. **The meaning of a psychoneurosis.** In Witmer, H. L., *Teaching psychotherapeutic medicine*, (see 22: 3487), 144-176.—Neurotic symptoms have symbolic meaning; this meaning is determined by the individual's life experience. The etiology of neurotic conflicts and solutions, in terms of external and internal life situations, is dealt with in some detail. The neurotic compromise makes life tolerable, and it often achieves a secondary gain: the hard-working woman sick with a neurotic headache gets respite from work, as well as some attention from those about her. The syndromes and psychodynamics relating to the various types of neuroses are indicated. Discussion.—S. S. Spivack.

3556. Montague, Joel B., Jr. (*State Coll. Washington, Pullman.*) **Social factors in combat fatigue.** *Appl. Anthropol.*, 1947, 6 (4), 14-20.—341 combat

fatigue cases were psychiatrically classified according to degree of severity, and this classification was related to social background factors and wartime experience. The group as a whole was higher in intelligence, school attainment, unskilled work experience, and Catholicism than the Navy average. The severe cases came from larger families or were only children, varied more widely in intelligence and school attainment and had fewer traumatic experiences in combat than the mild and moderate cases. Study of individuals suggests that anxiety and regressive symptoms are directly associated with a breakdown of group cohesion.—L. M. Hanks, Jr.

3557. Romano, John. **Diagnosis of psychoneurosis.** In Witmer, H. L., *Teaching psychotherapeutic medicine*, (see 22: 3487), 196-206.—Neurosis is diagnosed on the basis of positive data and not merely negatively by the exclusion of organic disease. Data to be considered are: (1) the presenting symptoms; (2) the setting of the precipitating factor; (3) the age of the patient; (4) the current behavior of the person, that is, is there any disparity between the complaint and the general behavior; (5) the physical examination and the behavior of the person in the course of it. Of primary importance are the data concerning the emotional history of the patient; the evidence of a conflict situation; and the factors determining the choice of a neurosis. Discussion.—S. S. Spivack.

3558. Sears, D. R. (25 Twenty-fifth Ave., San Mateo, Calif.) **Psychoneurosis based on organic ailment cured by electric shock therapy.** *Calif. Med.*, 1948, 68, 81-82.—Four cases of psychoneurosis based on organic ailment are cited from the author's experience as indicating that electric shock treatments are effective not only in overcoming depression and other emotional reaction to a physical illness, but sometimes also in alleviating apparently real physical symptoms. Where psychoneurosis arising from organic illness becomes a barrier to physical treatment, electric shock treatment may be effective in returning a patient to a receptive attitude toward physical treatment.—F. C. Sumner.

[See also abstract 3531.]

PSYCHOSOMATICS

3559. Boland, Edward W. (2210 West Third St., Los Angeles, Calif.) **Psychogenic rheumatism: the musculoskeletal expression of psychoneurosis.** *Calif. Med.*, 1948, 68, 273-279.—Diagnostic signs of psychogenic rheumatism are described. Why the psychoneurotic subconsciously chooses the musculoskeletal system is found to be due in $\frac{1}{3}$ of the cases to the presence of arthritis, and in $\frac{2}{3}$ of the cases to traumatism. Election of somatic fixation was found to bear an expedient relationship to the attempted solution of an emotional conflict.—F. C. Sumner.

3560. Brooke, Mary S. (V. A. Center, Whipple, Ariz.) **Psychology of the tuberculous patient.** *J. soc. Casewk.*, 1948, 29, 57-60.—The problem of tuber-

culosis has emotional components which must be understood if the patient is to be treated effectively. Three phases—diagnosis, hospitalization, and discharge—present characteristic psychological problems. These phases involve fear, helplessness, and feeling of rejection because of the chronicity of the disease. In the last phase the limitations which revise the individuals' pattern of living must be anticipated and handled effectively.—V. M. Stark.

3561. Campbell, Dorothy Adams. A comparison of dark adaptation with the psychological state in miners. *Brit. J. Ophthalmol.*, 1948, 32, 225-226.—Psychological states, as hysteria, manic-depressive, etc., are not related significantly to threshold of dark adaptation in miners.—M. A. Tinker.

3562. English, O. Spurgeon. (Temple U., Philadelphia, Pa.) Treatment of psychosomatic conditions; the psychosomatic concept. *Rocky Mtn med. J.*, 1948, 45, 123-126.—Steps in the diagnosis and psychotherapy of psychosomatic conditions are indicated. Absence of organic disease and a positive history of actual personality conflict with resultant need or fear of becoming ill are indications of psychosomatic, i.e. emotional, causation of the complaint. The psychotherapeutic procedure begins with allaying the immediate anxiety by giving the patient reasons for his symptoms, i.e., by explaining to him how emotion normally produces bodily disturbances. Next, the patient is brought to relinquish his strong trend to take such wonderful care of himself. Finally, one must give the patient something to do for, or with, other people as a redistribution of emotional energy is so necessary in the clearing up of a psychoneurotic or psychosomatic condition. Psychoanalysis is to be resorted to only in stubborn cases.—F. C. Sumner.

3563. Fischer, Alfred E., & Dolger, Henry. (Mt. Sinai Hosp., New York.) Behavior and psychologic problems of young diabetic patients; a ten to twenty year survey. *Arch. intern. Med.*, 1946, 78, 711-732.—The problems which arose in 43 young diabetic patients from childhood through adolescence to maturity were analyzed. No patient who had not been observed for at least 10 years was included in this report. The type of home, its economic security and the contacts at school and in social life, all had especial influence on the reaction of the diabetic child to his disease. Specific problems of childhood became less disturbing with the onset of maturity. During adolescence, problems relating to vocation and marriage appeared. Maturity usually brought above improvement in behavior, with the desire for independence being its outstanding characteristic. Marriage for the young diabetic person was difficult, especially for the young women. However, most of the marriages have been happy ones. The specific effects of diabetes on behavior were found to be unrelated to the age of onset, the duration or the severity of the disease. Diabetic regimentation, while necessary at first, produced behavior difficulties. The immediate and the more remote or cumulative effects of hypoglycemia on the brain were con-

sidered to be potentially serious. Psychopathic behavior in a serious form was exhibited in 3 patients; other minor behavior disturbances were frequent. The results of intelligence tests were not significantly different from those of tests given to a similar socioeconomic nondiabetic group. No demonstrable change was noted in those patients who were retested. The patients in the better economic group and with better home environment had higher intelligence quotients and made more satisfactory adjustments to diabetes.—(Courtesy of Biol. Abstr.)

3564. Houston, A. B. Psychogenic aspects of hypertension. *Manitoba med. Rev.*, 1947, 27, 567-569.—That emotions cause a varying effect on blood pressure has long been known but only recently has the emotional factor been assigned a significant role in the etiology of hypertension. The author systematizes here the various kinds of evidence pointing to the psychogenic nature of essential hypertension. Special attention is called to the study by Flanders Dunbar who delineated a "hypertensive personality" as evidencing: social shyness; sexual unsureness; chronic rebellion against parents which is more or less completely repressed; chronic struggle to keep from getting angry; neurotic traits such as perfectionistic preoccupation, plus fear of failure, eventuating at times in depression punctuated with outbursts of aggression. In the case of the patient with essential hypertension it is necessary to give serious consideration to the patient as a whole in his life-situation and to get at his emotional history before one can eliminate the psychogenic factor from essential hypertension.—F. C. Sumner.

3565. Miller, Hyman, & Baruch, Dorothy W. Psychological dynamics in allergic patients as shown in group and individual psychotherapy. *J. consult. Psychol.*, 1948, 12, 111-115.—This is the second of 2 articles (see 21: 1077) reporting a practical attempt on the part of an allergist and a psychotherapist to coordinate medical treatment and psychotherapy. 15 adults and 7 children were the subjects. Allergic symptoms were shown to represent attempts to gain sympathy, to express hostility, and to mask a feeling of guilt or anxiety. 21 patients showed improvement; 1 remained unchanged.—S. G. Dulsky.

3566. Morrison, Lester M. (6333 Wilshire Boulevard, Los Angeles, Calif.) Psychosomatic considerations in gastroenterology. *Calif. Med.*, 1948, 68, 261-264.—Evidences from various experimental and clinical sources are to the effect that the gastrointestinal tract is aptly called "the sounding board of the emotions." A table is presented of the frequency of neurosis symptoms in patients with irritable colon, although it is only in 24% of the cases that "nervousness" is complained of. It is therefore incumbent upon the physician to bring out the psychogenic factors in gastroenterological cases.—F. C. Sumner.

3567. Musser, Marc J. Some psychosomatic aspects of thyrotoxicosis. *Wis. med. J.*, 1948, 47, 291-293.—A review of the literature pointing to the significance of psychologic factors in thyrotoxicosis

is followed by a report of the author's own experience with thyrotoxic patients whom he divides into (1) those without an emotional disorder; (2) those with an accompanying emotional disorder; (3) the large and heterogeneous group of emotional disturbances with somatic manifestations similar to the signs and symptoms of thyrotoxicosis. Cases are cited from the latter two groups of thyrotoxic patients, showing that psychologic stress, chronic emotional tension, long standing maladjustment as in prolonged litigation or marital unhappiness are causal factors.—*F. C. Sumner.*

3568. Naish, J. M. (*U. Bristol, Eng.*) **Confusional states in acute disease.** *Post Grad. med. J.*, 1948, 24, 14-19.—Confusional or delirious states during the course of other illness throws additional burden upon the patient's body by way of restlessness, fear, and failure to obey those who are trying to help. There is no sharp dividing line between the mild nocturnal confusion of thought so frequently found in ill people and the full-blown picture of severe delirium. Specific etiologic factors in confusional states are commonly biochemical in nature. Methods of treating confusional states is outlined.—*F. C. Sumner.*

3569. Stern, Edward S. (*Central Hosp., Warwick, Eng.*) **The psychiatric aspect of miner's nystagmus.** —*I. Brit. J. Ophthal.*, 1948, 32, 209-224.—Miner's nystagmus is considered to be a psychosomatic affection. Arising from emotional stress, it develops after working in the dark with upward gaze. Anxiety develops, and this is converted into hysterical symptoms, including typical rotational nystagmus. It is recommended that the cases with nystagmus be rehabilitated and provided work above ground rather than given compensation. 19 references.—*M. A. Tinker.*

3570. Wolff, Harold G. **Life situation, emotions, and disease.** In Wiltmer, H. L., *Teaching psychotherapeutic medicine*, (see 22: 3487), 376-397.—The organism reacts to threats from without and within as a unit; this reaction involves changes in the smooth and skeletal muscles and in the glands. "... if tissue changes . . . persist too long in certain parts of the body, and are associated with other changes there may be irreversible changes which carry us frankly into the category of structural alterations." The emotional reactions are usually inappropriate to the stimuli which set them off; these are in some way symbolical of earlier trauma. Illustrative material is presented for vasomotor constriction, cardiovascular changes, stomach and duodenal disorders, halitosis, changes in the nasal mucosa. Figures. Discussion.—*S. S. Spivack.*

CLINICAL NEUROLOGY

3571. Elonen, Anna S., & Onken, Mary A. (*U. Chicago, Ill.*) **The psychological follow-up study of a case of lead poisoning.** *J. genet. Psychol.*, 1947, 71, 187-194.—Results of 3 sets of mental tests over a period of 6 years are presented for fraternal twins, one of whom had suffered earlier from clinically

validated lead poisoning. Neurological signs have disappeared, but the poisoned twin is relatively retarded, and increasingly so with age. He shows relative inflexibility, poor abstract reasoning, poor generalizations, and difficulty with spatial visualization, probably indicating some persistent neurological damage.—*R. B. Ammons.*

3572. Gratke, Juliette McIntosh. **Help them help themselves.** Dallas, Texas: Texas Society for Crippled Children, 1947. xiv, 184 p. \$2.50.—In 10 brief chapters the author, who is the mother of a child with cerebral palsy, describes in simple, matter-of-fact terms, her experiences in meeting the problems affecting the physical, mental and social training of this handicapped child. Included in the scope of this book are frank discussions of the basic facts about cerebral palsy, fundamental information in feeding problems, sleeping habits, toilet training, speech training, the use of the arms and hands, and locomotion. In addition, very useful chapters are included on the education of the cerebral palsy child and the psychological aspects, with special reference to the establishment of feelings of security, the preparation of the child for living with his limitations, and his integration into the home and community. 72-item bibliography.—*M. A. Seidenfeld.*

3573. Linck, Lawrence J. (*National Society for Crippled Children and Adults, Inc., Chicago, Ill.*) **A national program for the cerebral palsied.** *Amer. J. ment. Def.*, 1947, 52, 172-177.—A national program for the cerebral palsied is proposed. It is designed to assure to the cerebral palsied individual whatever the severity of his condition, those services in the fields of health, welfare, education, recreation, rehabilitation, and employment, which will enable him to attain to the fullest possible enjoyment of his physical and mental capacities, and to become a constructive part of society. It is intended that every cerebral palsied individual shall have these services, regardless of his race, color or creed, where he may live or the economic status of his family. The author offers his suggestions as to what a comprehensive program for this group of handicapped individuals should include, if it is to be effective.—*V. M. Staudt.*

3574. Lisansky, Edith Silvergied. (*Yale U., New Haven, Conn.*) **Convulsive disorder and personality.** *J. abnorm. soc. Psychol.*, 1948, 43, 29-37.—Six theories about epileptic personality are distinguished—3 which consider the seizures to result from constitution or personality, and 3 which explain the personality as a reaction to environmental or cerebral changes produced by seizures. The present study compares 10 adult epileptics with 10 diabetics, matched for education, age, and duration of illness. The epileptics were lower on Wechsler performance IQ, slower in Rorschach responses, and showed more neurotic Rorschach signs. Both groups showed limited productivity and conflicting tendencies to withdrawal. There was no evidence of a "typical" epileptic personality, and maladjustment seemed

greater in cases of short duration. 17 references.—
C. M. Harsh.

3575. National Society for Crippled Children and Adults. A selective bibliography on cerebral palsy. Chicago, Ill.: The Society, 1947. 26 p. (mimeo.)—An annotated bibliography including 229 references concerning cerebral palsy arranged under 20 subject headings of which mental hygiene, psychological tests, special education, speech correction and vocational guidance are particularly pertinent.—
C. M. Louttit.

3576. Nicol, W. D. (*Horton Hospital, Epsom, Eng.*) Neurosyphilis; a review of recent literature. *Post Grad. med. J.*, 1948, 24, 25-30.—Recent literature on neurosyphilis is reviewed under the following captions: asymptomatic neurosyphilis; general paralysis of the insane; electroencephalogram in neurosyphilis; malaria therapy; the serological follow up; penicillin; dosage of penicillin; methods of administration; results of penicillin therapy. The author observes in concluding that "if our therapeutic could be confined to the asymptomatic cases of neurosyphilis, the later crippling disabilities of symptomatic neurosyphilis would never be witnessed."—
F. C. Sumner.

3577. Ross, Alexander T., & Davison, Vida D. Psychological handicaps of cerebral palsied children. *Publ. Welf. Ind.*, 1947, 57 (12), 15-16.—A study of the Binet Test Performance of 587 children with cerebral palsy shows a range in IQ from 7 to 145. The distribution of scores for the total group and for sub-groups with different diagnoses are shown graphically. The text discusses the problem of psychological care of these handicapped children.—
C. M. Louttit.

3578. Turner, Oscar A. Surgical treatment of pain: a diagnostic and therapeutic outline. *Ohio St. med. J.*, 1948, 44, 38-42.—It is pointed out that pain, since it is subjective, is actually known only through the conscious experience of the subject and can be described only by illustration. Since pain is difficult to study in laboratory investigations there is a tendency to be overly objective and too little aware of the effects of constant pain on the patient. The treatment of pain has advanced to the stage that there is scarcely any part of the body in which pain can not be relieved. The remainder of the article describes the techniques of pain relief in various bodily regions, based on neuroanatomy.—
G. W. Knox.

3579. Weiss, Frances Grace, & Bors, Ernest. (*Birmingham General Hosp., Van Nuys, Calif.*) Attitudes of patients in a paraplegic center. *J. soc. Casework*, 1948, 29, 60-65.—The patients considered in this paper suffered traumatic spinal cord injuries during World War II. A highly personalized rehabilitation program is planned for each paraplegic. This program consists of corrective physical reconditioning, training in walking, physical and occupational therapy, vocational counseling, and training.—
V. M. Stark.

[See also abstracts 3464, 3490, 3496.]

SENSORY DEFECTS

3580. Brown, J. P. Emotion in the religious development of children. *Religious Educ.*, 1947, 42, 275-280.—The topic is presented by a case study of a third grade class of boys and girls in the Riverside Church School, New York City. A blind boy, Tim, is brought to the class by a social worker. He was blinded accidentally in birth, rejected by his mother, tied to a crib in a state institution, cruelly punished by attendants, three times in hospitals for painful operations, and now in an Institute for the Blind unable to learn due to emotional block. The story is told step by step of how the children in this church class accept him, and with skillful guidance from the teacher, all develop emotionally by their experiences together.—
P. E. Johnson.

3581. Corliss, Edith L. R., & Cook, G. S. (*National Bureau of Standards, Washington, D. C.*) A cavity pressure method for measuring the gain of hearing aids. *J. acoust. Soc. Amer.*, 1948, 20, 131-136.—A method for calibrating the gain of a hearing aid without the use of a large anechoic chamber is described. A source cavity is coupled to the hearing aid microphone, and the receiver is coupled to a condenser microphone through a 2 cc cavity. The sound pressures at the input and output of the hearing aid are compared. Measurements with this technique agree favorably with free field measurements.—
W. R. Garner.

3582. De Coster, S. Note sur un cas de rééducation de la vue. (Note on a case of re-education of sight.) *Cah. Pédag., Univ. Liège*, 1947, 7, 110-113.—The author analyzes the case of a 30-year-old man afflicted with a disorder of both eyes that deprived him of the use of 50% of the retinal surface. Re-education consisting of exercise and training of eye muscles resulted in sufficient retinal compensation to permit almost normal ability to read.—
R. Piret.

3583. Langan, W. The education of the blind mental defective. *Amer. J. ment. Def.*, 1948, 52, 272-277.—The education of the blind mentally defective child has much in common with the education of the normal blind and with the education of the sighted defective. During their early years the blind defectives must be given extra opportunities of hearing and handling things and encouragement to explore their environment. During their middle years they must be helped to live to their fullest capacity and then they must be given an easy, quiet old age as soon as they appear to need it. The author maintains that this will give them a fair chance of enjoying their lives in the widest and deepest way possible within their limitations.—
V. M. Staudt.

3584. Lundvick, Cyril W. Treatment of myopia by visual training. *Northw. Med., Seattle*, 1948, 47, 117-118.—Briefly presented are the experimental procedures and results of the investigation financed from 1944 by the Curtis Publishing Co., to ascertain whether there was anything to the widely publicized methods of visual training of myopia. The training

program was carried out in Baltimore under the supervision of Dr. Skeffington and the ophthalmic measurements before and after training were made by the Wilmer Institute. In general there was no improvement made in any patients due to the visual training, yet in analyzing the results obtained by subjective tests, the patients may be divided into four groups: Group I (20 patients, 29%) showed a low grade improvement not sufficient to add much to the visual powers; Group II (31 patients, 30%) did not show a consistent improvement but did show some overall improvement; Group III (32 patients, 31%) showed practically no change in visual acuity; Group IV (10 patients, 9%) showed a decrease in visual acuity. It is believed that the chief factor in the subjective improvement noted in Groups I and II was education in the correct interpretation of a blurred visual image, furthermore that the exercises produced a beneficial psychologic reaction in certain patients towards their visual handicap, regardless of whether actual improvement in visual acuity had occurred.—F. C. Sumner.

3585. Stoll, Marion R. (*Charlotte (N. C.) Eye, Ear and Throat Hosp.*), & Boeder, Paul. Stereoscope as training instrument. *Arch. Ophthalmol.*, Chicago, 1948, 39, 27-36.—Further development in the possibilities of the Brewster stereoscope as a training instrument, made possible by the design of the "stereo-disparator" by Dr. Samuel Renshaw, are described by the writers. Orthoptic and heterotropic viewing with the Brewster stereoscope are discussed.—S. Ross.

3586. Wilson, J., & Halverson, H. M. (*MacMurray Coll., Jacksonville, Ill.*) Development of a young blind child. *J. genet. Psychol.*, 1947, 71, 155-175.—"Study of a blind boy during the second year of life by means of a battery of tests and experiments revealed a general retardation in his development. His retardation was greatest in motor and adaptive forms of behavior which involved adjustments to his physical environment and least in language." The discussion of the findings presents reasons for the interpretation that the retardation was mostly due to the inadequate perception of space.—R. B. Ammons.

[See also abstracts 3334, 3343, 3569, 3583.]

EDUCATIONAL PSYCHOLOGY

3587. Berry, George S. (*Drake U., Des Moines, Ia.*) Relationship of the college administration with fraternities and sororities. *Educ. psychol. Measmt.*, 1947, 7, 594-602.—The relationship of the college administration with fraternities and sororities is discussed. It is suggested that the college administration is responsible for maintaining a progressive and firm policy toward these organizations and that lack of such a policy makes the college administration responsible for some of the ills which have occurred.—S. Wapner.

3588. Blyley, Katherine. (*Keuka Coll., Keuka Park, N. Y.*) The Keuka College field work plan. *Educ. psychol. Measmt.*, 1947, 7, 665-668.—A listing is made of the objectives, requirements and time of the Keuka College field work plan. This plan has the underlying assumption that education is bettered if the student spends a specified period of time each year off the campus in supervised or other kinds of work experience.—S. Wapner.

3589. Bowerman, Walter G. (*New York Life Insurance Co., New York.*) Years of schooling completed by United States adults. *J. educ. Sociol.*, 1948, 21, 338-344.—The analysis of 1940 census data reveal high averages of educational standing, (1) in cities in the Western states, (2) in suburbs; also in university and capital cities.—H. A. Gibbard.

3590. De Coster, S. Psychologie et pédagogie du sentiment moral. (Psychology and pedagogy of moral feeling.) *Rev. Sci. pédag. Brux.*, 1946, 8, 1-10.—The problem of choice is presented from the psychological, philosophical and social points of view. Brief conclusions are drawn stressing the fact that the most efficient educational system must be based on the self-government of pupils.—R. Piret.

3591. Duquet, A. De klas als sociaal verschijnsel. (The class as a social phenomenon.) *Vlaam. Opvoedk. Tijdschr.*, 1947, 27, 95-102; 181-191; 360-370.—A general statement is made of the problems of social and educational psychology which appear in classes, followed by a personal query. Numerous works on the subject are quoted.—R. Piret.

3592. Feder, D. D. (*U. Denver, Colo.*) When colleges bulge. *Educ. psychol. Measmt.*, 1947, 7, 475-484.—Consideration is given to such problems as: the composition of the college population of today; the veteran population in terms of needs and motivation; the changing motivation and orientation of all college students; the need for first quality professional services in counseling for students; problems of classroom as shown in counseling interviews with reference to military treatment of similar situations; and the manner in which the personnel service program may serve the student body.—S. Wapner.

3593. Gregory, Wilbur S. (*U. New Mexico, Albuquerque.*) Defects in educational and personnel systems as reflected in military experiences. *Educ. psychol. Measmt.*, 1947, 7, 505-511.—On the basis of military experience 4 general problems (important for educational training and personnel work) were noted as areas for extensive research. (1) Evaluation of proficiency of person in skill, courses, or schools. (2) How much practice is necessary to be certain that a skill or information is known well and will be retained for a specified period of time? (3) The problem of lack of methods for diagnosing character and social values and lack of methods for developing them. (4) The development and testing of personality tendencies.—S. Wapner.

3594. Hobson, James R. (*Public Schools, Brookline, Mass.*) Mental age as a workable criterion for

school admission. *Elem. Sch. J.*, 1948, 48, 312-321.

—Ten years of experience with a system for admitting under-age children to kindergarten and Grade I by test are evaluated as measured by teacher's marks, promotions, achievement test results and grade by grade progress, in comparison with other children. The under-age group admitted by test showed superior academic performance on the basis of all the criteria given, except for kindergarten where different standards existed. A consistently higher percentage of A's and B's, a lower percentage of failure, and higher achievement test results characterized the under-age group. Recommendations made to the board concerning continuance of the program are presented.—G. H. Johnson.

3595. Lucas, Fred E. (Vanport City, Ore.), Miller, William J., & Jensen, John G. A way of reporting pupil progress. *Childh. Educ.*, 1948, 24, 270-273.—The work of a report card committee in developing and revising the reporting of pupil progress is presented, with descriptions of procedures, philosophy and aims, the grading system, interpreting the report to the parents, and results of the procedures.—G. H. Johnson.

3596. Morris, Harold M. (New York U.) What the veteran thinks of education. *Educ. psychol. Measmt.*, 1947, 7, 512-518.—A report is made of the results of a survey of 263 veterans on the campuses of 3 universities in New York City. The criticisms include: the courses are not practical; the professors are not interested in the needs of students as individuals; the teaching methods are dull and ineffective; and there were criticisms of the G.I. Bill. It is indicated that greater contact between the instructor and the student is needed to accomplish the aims of education.—S. Wapner.

3597. Rodger, Alec. School records: a further comment on the Ince report. *Occup. Psychol., Lond.*, 1948, 22, 46-49.—The Report of the Ince Committee suggests a cumulative school record to be transmitted to the juvenile employment officer at the time of school-leaving. It is suggested that this information is unwieldy, and a proposed school-leaving card is presented to summarize the important data from the school records.—G. S. Speer.

3598. Rohrer, J. H. (U. Oklahoma, Norman.) Future enrollments in U. S. institutions of higher education. *Educ. psychol. Measmt.*, 1947, 7, 547-552.—A curve fitting technique for estimating future enrollments in U. S. institutions of higher education is described. The application of the U. S. enrollment estimate in estimating future enrollments of an individual institution is described. The implications of future enrollments for educational policy are considered.—S. Wapner.

3599. Simpson, Ray H. (U. Illinois, Urbana.) An experiment in rating educational psychology textbooks. *J. educ. Psychol.*, 1947, 38, 493-498.—Graduate students in advanced educational psychology were encouraged to use as many as possible of 7 textbooks by authors Woodruff, Skinner, Pressey and Robinson, Mursell, Kingsley, Hepner,

and Gages. At the end of the course they were asked to rate these books in terms of which they would prefer to have in their personal libraries, which was thought probably most effective in improving the teaching of colleagues, and which would probably be best for undergraduates without teaching experience. The use of these different criteria resulted in somewhat differently ranked lists.—E. B. Mallory.

3600. Smith, Philip M. (Central Michigan Coll. Educ., Mount Pleasant.) Educational sociology and ideological conflict. *J. educ. Sociol.*, 1948, 21, 321-328.—The thesis is that the understanding of ideologies and social movements is necessary if students are to identify their weaknesses and at the same time point the way to the improvement of the American system; and that the schools have an obligation in this matter.—H. A. Gibbard.

3601. Thompson, Florence. (Michigan State Coll., E. Lansing.) The use of dormitories for social education. *Educ. psychol. Measmt.*, 1947, 7, 648-654.—It is suggested that the residence hall be utilized in connection with social education. On the basis of interviews, students felt that they experienced learning in the following 4 areas outlined by the Progressive Education Association as needs of American youth: (1) Personal living, e.g., emotional maturation including emancipation from the family. (2) Personal-social relationships, e.g., social customs and techniques, etc. (3) Social-civic relationships, e.g., techniques for working with groups. (4) Economic relationships were seldom mentioned except in one residence hall where there was a plan to give students practice in their chosen fields. It is recommended that administrators take into account the educational advantages of student residences before building them.—S. Wapner.

[See also abstracts 3414, 3429.]

SCHOOL LEARNING

3602. Ammons, R. B. (U. Denver, Colo.), & Hieronymus, A. N. Critical evaluation of a college program for reading improvement. *J. educ. Psychol.*, 1947, 38, 449-470.—When compared with a retested but untrained control group, 167 college freshmen who had taken a required 20-hour reading course were shown to have made statistically and practically significant gains on Blommer's Rate of Comprehension Test, the Iowa Silent Reading Test, and the Michigan Speed of Reading Test. An 86% gain in rate of reading was made by the experimental group. Correlations between the various original test scores and the amounts of gain offered no bases for selecting those individuals who are most likely to profit from such a training course. 33 references.—E. B. Mallory.

3603. Anderson, Irving H., & Meredith, Cameron W. (U. Michigan, Ann Arbor.) The reading of projected books with special reference to rate and visual fatigue. *J. educ. Res.*, 1948, 41, 453-460.—A projector has been developed to present micro-

filmed books on the ceiling for bed-ridden patients. In this experiment Forester's Captain Horatio Hornblower was used as material, and 20 students as subjects. Each subject read from the printed book for one 2 hour period, and from the micro-filmed version for another 2 hour period. Average rate of reading from the book was consistently higher than from the microfilm. As measured by decrement of performance, no real evidence of fatigue was obtained in either reading situation. No important difference in rate was found between reading the microfilm with and without surrounding light, but most subjects expressed a preference for reading without light.—*M. Murphy.*

3604. Collinet, M. *Le livre et l'enfant.* (The book and the child). *Cah. Pédag., Univ. Liège*, 1947, 7, 137-148.—The author, after examining many works on children's reading, presents the results of his own investigation of the subject, with psychological and educational conclusions regarding reading guidance.—*R. Piret.*

3605. Gray, William S. (*U. Chicago, Ill.*) Summary of reading investigations July 1, 1946 to June 30, 1947. *J. educ. Res.*, 1948, 41, 401-435.—Annotated bibliography of 80 studies published during this period with summary of major conclusions.—*M. Murphy.*

3606. Harris, Fred E. (*Indian U., Bloomington.*) Do children think critically about classroom procedures? *J. educ. Psychol.*, 1948, 39, 52-59.—A verbatim report of a sixth grade discussion of group activities is presented and analysed, showing many desirable outcomes of such discussions. It indicates that children do think critically about classroom procedures.—*E. B. Mallory.*

3607. Hildreth, Gertrude. A comparison of the Dale, Dolch and Rinsland word lists. *J. educ. Psychol.*, 1948, 39, 40-46.—"A comparison of the words included in the Dale list of seven hundred sixty-nine easy words, the Dolch list of two hundred twenty common words in children's oral and reading vocabularies, and a selection of the words in the Rinsland list most frequently used by children in their writing shows a large amount of overlap and at the same time certain differences that are attributable to the nature of the lists and the way in which the words were selected." A table showing the overlap of these 3 lists offers a helpful guide in preparing simplified reading materials and spelling lists for slow learners.—*E. B. Mallory.*

3608. Hildreth, Gertrude. Word frequency as a factor in learning to read and spell. *J. educ. Res.*, 1948, 41, 467-471.—A sample of 612 words was taken from the Rinsland word list. Study of the frequency with which these words were used revealed that a very large proportion of words are used very infrequently. This large number of seldom used words is an important cause of disability in reading and spelling. Methods of meeting this problem in school instruction are discussed.—*M. Murphy.*

3609. McGann, Mary. Diagnostic testing and remedial teaching for common errors in mechanics of English made by college freshmen. *J. educ. Psychol.*, 1947, 38, 499-503.—The Cooperative English Test A, Form Q, Mechanics of Expression, was given to 97 students, and the errors ranked according to frequency. Of 3 groups equated on medians in this test and averages on an English test and scholastic aptitude one group was given individual instruction, another was given group instruction and the third was held as a control. On grammar retest scores the first group surpassed the second and both surpassed the control. Boys proved notably inferior to girls in both grammar and punctuation-capitalization.—*E. B. Mallory.*

3610. Malter, M. S. The ability of children to read conventionalized diagrammatic symbols. *J. educ. Psychol.*, 1948, 39, 27-34.—Pupils in grades IV through VIII were tested on their understanding of certain symbols frequently used in conventionalized diagrams. The improvement in scores between the lowest and highest grades did not follow a consistent gradual increase, perhaps because the interpretation of such symbols is not regularly stressed in the grades. Pupils would profit by instruction in such interpretation.—*E. B. Mallory.*

3611. Roberts, Ralph M. (*Public Schools, Tuscaloosa, Ala.*), & Simpson, Ray H. The reading notebook: travel section. *Elem. Sch. J.*, 1948, 48, 322-325.—A method of increasing interest and performance in reading in the early grades by developing a class reading notebook, "designed, illustrated, and organized by the pupils from readily available materials that are meaningful because they are closely related to everyday experience" is illustrated by examples from a hypothetical travel section. Suitable materials and their sources are described.—*G. H. Johnson.*

3612. Stauffer, Russell G. (*Temple U., Philadelphia, Pa.*) Certain psychological manifestations of retarded readers. *J. educ. Res.*, 1948, 41, 436-452.—Subjects in this investigation were 51 boys between 9-0 and 11-0 years of age having IQ's of 90 or above. Associative learning tests revealed that retarded readers achieved higher scores on visual-auditory presentation of word-like figures and geometric type figures than on visual-visual presentation. They achieved higher scores on geometric figures than word-like figures. In word learning tests 18% had a rating below that of children entering first grade. In auditory memory span for digits using the norms of the Stanford-Binet retarded readers were more inferior in the reverse memory span than in the forward. They had higher spans with the visual mode of presentation than with the auditory mode. Clinical implications of these findings are discussed. 38 references.—*M. Murphy.*

3613. Strang, Ruth. (*Teachers Coll., Columbia U., New York.*) The college personnel worker's responsibility for the improvement of reading. *Educ. psychol. Measmt.*, 1947, 7, 603-611.—The role of the personnel worker as consultant to a college-wide

reading program, as teacher of special reading groups and as a reading counselor is discussed. Detailed suggestions are given with respect to orientation of retarded readers, tests for evaluating reading status, practice and instruction in reading and evaluation of progress. Other suggestions are included for guidance of the retarded reader.—S. Wapner.

3614. Triggs, Frances Oralind. **The diagnosis of reading deficiencies as an aid to remedial work.** *Educ. psychol. Measmt.*, 1947, 7, 638-646.—The work of the Committee on Diagnostic Reading Tests is described. A detailed description is given of the tests which the Committee is developing and standardizing. The test battery on which the Committee is working is divided into 2 parts, the *Survey Test*, and the *Diagnostic Tests*. The *Survey Test* is designed to determine the general level of reading achievement for high school juniors and seniors and college freshmen. The *Diagnostic Tests* consist of 4 sections—covering such areas as general vocabulary, specialized vocabulary; comprehension of textbook type material drawn from social studies, science and literary fields; rates of reading; and word recognition skills. The aim is to publish the tests and to put back all funds accruing from the sale of the tests into the fund for further research.—S. Wapner.

3615. Waite, William H. (*State Teacher's Coll., Moorehead, Minn.*) **The improvement of reading in the Omaha public schools.** *Elem. Sch. J.*, 1948, 48, 305-311.—The Chicago Reading Test was administered to 2212 third-grade students in Omaha in a reading survey of the school system. A range of over 6 years in grade level of reading scores was found, with 33.6% of the pupils with achievement appropriate to grade level, 36.2% above grade level, and 30.2% below grade level. Pupils of higher socioeconomic levels tended to be more proficient readers, girls excelled boys, and whites excelled negroes. A large percentage of the pupils were found to be working below their intellectual ability.—G. H. Johnson.

[See also abstracts 3278, 3648, 3682.]

INTERESTS, ATTITUDES & HABITS

3616. Kohn, Nathan, Jr. (*Washington U., St. Louis, Mo.*) **Trends and development of the vocational and other interests of veterans at Washington University.** *Educ. psychol. Measmt.*, 1947, 7, 631-637.—Results are presented of a survey of the background vocational and other interests of veterans at Washington University. The survey indicates a strong interest in engineering and business. It was also found that many veterans had unrealistic attitudes toward vocational choice, and that this occurred particularly in those who as yet made no vocational choice. It is indicated that similar studies of interests and attitudes will be of aid to teacher, counselor and college administrator.—S. Wapner.

3617. Moore, Henry E. (*U. Texas, Austin.*) **Campus adjustment of veterans.** *Sociol. soc. Res.*,

1948, 32, 711-717.—There are a few characteristics "clearly associated with difficulty in fitting into campus life." Most important are lack of specific occupational aim, dislike of faculty or subject matter, and lack of something to do in spare time. Marriage appears to make no significant difference. "In general men came out of the war with more liberal opinions as concerns political and economic matters." Attitudes were more favorable toward racial and ethnic groups and toward religion. The "most notable change was recorded in development of antagonistic attitudes toward labor unions." There appeared to be some duality of feeling in wanting more help with their problems and resenting efforts to aid them.—J. E. Horrocks.

3618. Nelson, Gaylord A. (*U. California, Berkeley.*) **Personality and attitude differences associated with the elective substitution of ROTC for the physical education requirement in high school.** *Res. Quart. Amer. Ass. Hlth.*, 1948, 19, 2-17.—There appears to be attitudinal differences of some significance existing between high school students who voluntarily elect ROTC and those who prefer physical education training courses otherwise required for graduation. An eclectically oriented questionnaire was administered to an unselected group of 86 boys in an ROTC class and to 116 physical education boys selected to include the same grade and age percentages as that included in the military training sample. The conclusions revealed regarding the differentiating items (those with differences statistically significant at the 5% level or above) indicated that "the military students have an attitude less in favor of physical activity and competition, a more favorable attitude toward membership in organized uniformed groups, authority and position, and a withdrawing disposition in social situations as contrasted with the majority of high school boys." 17 references.—M. A. Seidenfeld.

3619. Peterson, James A., & Neumeyer, M. H. (*U. Southern California, Los Angeles.*) **Problems of foreign students.** *Sociol. soc. Res.*, 1948, 32, 787-792.—A questionnaire consisting of background questions, a checklist of 28 problems, a series of personal reaction questions, and space for personal comments was responded to by 141 foreign students going to college in California. Chief problems center around academic matters, mostly due to language difficulties. There was some difficulty with economic, personal, and social problems. It is suggested that most of the difficulties could be overcome by more adequate counseling service. 5 recommendations for amelioration of foreign students' problems are listed.—J. E. Horrocks.

3620. Subarsky, Zachariah. (*Bronx, (N. Y.) High Sch. Science*) **What is science talent?** *Sci. Mon., N. Y.*, 1948, 66, 377-382.—Effective utilization of proposed increased expenditures for scientific research and development is limited by the present inadequate supply of trained scientists. Their recruitment for training involves formulation of scientific talent's manifestations in young people.

Some signs are: high degree of specialized and persistent curiosity, keenness in spotting problems in data and in developing testable explanatory hypotheses for them, ability and predilection to think quantitatively, manipulative-mechanical ability and ingenuity. School opportunities to exhibit these aspects of talent facilitates its detection. Examples of these talent indicators in famous scientists and the author's high school students are given.—B. R. Fisher.

[See also abstracts 3423, 3457.]

SPECIAL EDUCATION

3621. Bratt-Østergaard, Nancy, & Hauch, Aase. *Behovet for Børnehaver.* (Need for kindergartens.) *Menneke og Miljø*, 1947, 2, 108-111.—Kindergartens are needed in all of the larger cities of Scandinavia. The advantages of the kindergarten are stated, which are the same as those stated throughout history of the kindergarten movement. The main reason given for need for kindergartens is that of the home, and various types of homes are described, as also the mothers, namely, the mother who is nearly always at home, and the mother who is seldom at home. The all-day and the half-day kindergarten programs are described. The space needed for such projects and accommodations possible, are given. The achievements and possibilities, and the work of both large and small kindergartens are described in detail.—O. I. Jacobsen.

3622. Fox, William W., & Parrotte, Irene. (Lincoln State Sch., Lincoln, Ill.) *Continuation school for boys and girls over sixteen years of age in the institution environment.* *Amer. J. ment. Def.*, 1947, 52, 148-152.—The night school program at the Lincoln State School is described. The only 2 requirements for attendance at the evening session that the retarded inmates of this institution must meet are: they must have the desire to attend school regularly and be willing to work. There is no age limit or specified IQ as required in the day school. The objectives and the details of the educational program are presented. The author maintains that attendance at night school as well as attendance at day school facilitates rehabilitation of the retarded individual.—V. M. Staudt.

3623. Mones, Leon. *The Binet pupils get a chance.* *Sch. & Soc.*, 1948, 67, 281-283.—In 1938 a tentative program was started in the Newark, N. J. schools for children in classes for sub-normals, to try such children in special programs at the junior high school level. The experience of 10 years is described and it is concluded that special school children can profit from a specially adapted program at the secondary level.—C. M. Louttit.

3624. Pedersen, Marie. *Lønner det seg å holde spesialskoler for evnesvake?* (Is it worthwhile to operate special schools for the weak pupils?) *Menneke og Miljø*, 1947, 2, 85-88.—From 1880 to 1945 there has been a consistent increase in the progress and the number of special schools for those pupils

of low intelligence, in Norway. Statistics are given to indicate these conditions. The Norwegian pupils attending such schools have IQ's between 50 and 75. One requirement for these training schools is motivation, but with this type of pupil, motivation can reach its limitations soon. There is also the inferiority complex of the pupils to overcome in training. The aim of the schools is to develop good citizens of the pupils in spite of the limitations they have, and to find their places in society in work that is within their capabilities.—O. I. Jacobsen.

3625. Williams, H. M. (Dept. Public Instruction, Madison, Wis.) *Planning for the rural mentally handicapped child.* *Amer. J. ment. Def.*, 1948, 52, 282-289.—The problems involved in planning for the rural mentally handicapped child are treated under 3 categories: (1) legislation, (2) finance, and (3) administrative planning and coordination. Discussion is confined to planning and administrative problems involved in special class attendance of school age defective children, of moron and borderline or "educable" status, living in their own homes or in supervised boarding homes in a community setting. The illustrative material is drawn from Wisconsin not only because that is most familiar to the author, but also because Wisconsin and its legislature have pioneered in many aspects of this problem.—V. M. Staudt.

[See also abstracts 3402, 3435, 3520, 3522, 3523, 3547, 3573.]

EDUCATIONAL GUIDANCE

3626. Allen, Lucille. (Cornell U., Ithaca, N. Y.) *Coordination of student personnel services at Cornell University.* *Educ. psychol. Measmt.*, 1947, 7, 655-656.—A summary is presented of Dr. Lucille Allen's description of the coordination of Student Personnel services at Cornell University.—S. Wapner.

3627. Bergstresser, John. (U. Chicago, Ill.) *The National Student Movement and Conference.* *Educ. psychol. Measmt.*, 1947, 7, 662-664.—A plea is made to understand the causes of the National Student Movement and Conference which is planning to have a Constitutional Assembly in September, 1947, in Madison, Wisconsin. It is also suggested that an attempt be made to evaluate the implications of the movement for student personnel programs.—S. Wapner.

3628. Borreson, B. James. (U. Minnesota, Minneapolis.) *The application of personnel methods to university housing procedures.* *Educ. psychol. Measmt.*, 1947, 7, 583-593.—A description is given of the personnel techniques and procedures applied to student housing at the University of Minnesota. The basis for the program is an integrated series of services, and application of the principles of social group work, case work, and counseling. It is indicated that comprehensive personnel services can be made available to students living in rooming-

houses and private homes, just as to students living in dormitories.—S. Wapner.

3629. Collins, Duane. (U. Connecticut, Storrs.) **An in-service training program for residence counselors.** *Educ. psychol. Measmt.*, 1947, 7, 647.—A summary is presented of Dr. Collins' description of the in-service training procedure which was employed by him with residence counselors at the University of Connecticut.—S. Wapner.

3630. Davis, Frank G. [Ed.] **Pupil personnel service.** Scranton, Pa.: International Textbook Co., 1948. xii, 638 p. \$3.75.—The history, purpose and need for personnel services in the school systems are discussed with relation to the teacher, the pupil, the size of school, and school level. Early detection and correction of undesirable traits are considered with respect to the need for good mental hygiene in pupils. The Flow Plan for school medical examinations provides a satisfactory means for a continual medical file on pupils. The importance of hearing and sight deficiencies is discussed together with their recognition and remediation. Group and individual tests of IQ, aptitudes, interests, and personality are covered which provide a statistical means for predicting achievement and for counseling on curricular, extra-curricular, vocational and leisure-time activities and objectives. Home problems including those of marriage and preparation for marriage are treated. The need for adequate records and the several types of records are discussed as essential to the several groups of persons who act in personnel capacities within the school systems. The positions and duties of the personnel workers are also described. Counseling should be made available to veterans and non-veterans after their periods of schooling have ended in order to make more meaningful the objective of well adjusted adults. The book is designed as a college text and teacher handbook. Questions, problems for discussion, and references follow each chapter.—J. W. Hancock.

3631. De Venter, J. **Welke leerlingen kunnen met succes hun studien voleinden?** (What pupils can finish their studies with success?) *Vlaam. Opvoedk. Tijdschr.*, 1946, 26, 274-287.—An experimental study indicates that intelligence tests are useful predictions of scholastic success. An IQ of less than 90 should exclude a pupil from secondary instruction. However, prudence should be shown in the consideration and interpretation of affective factors and those of character.—R. Piret.

3632. Foley, John D. (U. Minnesota, Minneapolis.) **Discipline: a student counseling approach.** *Educ. psychol. Measmt.*, 1947, 7, 569-582.—The problem of adolescent misbehavior or discipline in the college is discussed with special reference to the techniques developed for handling the problem at the University of Minnesota. Such aspects of the problem are considered as: the kinds of student misconduct that occur; a detailed description of the Minnesota disciplinary program including philosophical approach to discipline, and organizational structure for handling problems; procedures in disciplinary

counseling; and techniques for prevention of delinquency.—S. Wapner.

3633. Jones, Lonzo. (Indiana State Teachers Coll., Terre Haute.) **Faculty counseling for freshmen.** *Educ. psychol. Measmt.*, 1947, 7, 564-568.—The system of freshman counseling inaugurated in the Fall Quarter, 1946-47, at Indiana State Teachers College is described. Instructions for lower division counselors are given.—S. Wapner.

3634. Newland, T. Ernest. (United States Military Academy, West Point, N. Y.) **Cadet personnel problems and procedures at the United States Military Academy.** *Educ. psychol. Measmt.*, 1947, 7, 489-497.—It is suggested that cadet personnel problems exist at the United States Military Academy just as such problems exist among college and university students. The contention is made that the functional structure of the Corps of Cadets and the training problems in this situation make it possible to have adjustment problems handled in a more effective way than is true in most colleges and universities.—S. Wapner.

3635. Philpott, S. J. F. **Man's adaptability.** *Advanc. Sci.*, 1947, 4, 230-241.—In the selection of recruits for specific assignments in military service, the first essential is a measure of all-around ability. The second step is the measure of specific abilities and the determination of cut-off points. It is felt, however, that the standard tests of today are measures of versatility, rather than of specific aptitudes. The effect of training, practice, and habits on versatility or adaptability are discussed. From this discussion it is concluded that the problem of providing suitable education for every child is not a problem of selection, but of guidance. There will need to be many levels of schools adjusted to the varying mental levels of the children. It is very seriously questioned that children can be selected for technical schools and similar special training at an early age.—G. S. Speer.

3636. Stephenson, Margaret. (Pratt Inst., Brooklyn, N. Y.) **Current trends in personnel work at Pratt Institute.** *Educ. psychol. Measmt.*, 1947, 7, 657-661.—The program of personnel work adopted at Pratt Institute is described. The first step was a study of the background of the student body. This study indicated that group rather than individual guidance should first be emphasized. Accordingly long range planning committees were established—Club Committee, Social Committee, a Finance Committee, and a Committee to Revise the Student Government. Headway has been made in the area of social program, in the area of housing, health and individual guidance.—S. Wapner.

3637. Van Hove, W. **Typologie en schoolpraktijk.** (Typology and educational practice.) *Vlaam. Opvoedk. Tijdschr.*, 1946, 26, 90-110.—It is indicated that psychological typologies (Jaensch, Kretschmer, Jung, Sesemann, Spranger etc.) can be useful to educators in drawing their attention to the differences between pupils, and especially groups of pupils.

These typologies, however, do not contribute sufficiently to the chief problems of personality.—*R. Piret.*

3638. **Williamson, E. G.** (*U. Minnesota, Minneapolis.*) Impressions of student personnel work in German universities and implications for America. *Educ. psychol. Measmt*, 1947, 7, 519-537.—A mission was sent to Germany in the Fall of 1946 to study industrial and technology developments during the Nazi regime and during the war period. The task for the writer, as a member of the mission, was an investigation of the uses of modern personnel methods in German universities with respect to selection, promotion, counseling, and job placement. A review is given of some aspects of the German educational system. 5 generalizations are made which are important for American personnel workers: (1) failure to search aggressively for talent; (2) failure to provide financial means to subsidize talented individuals from lower economic classes; (3) counseling is divorced from education; (4) the inadequacy of education which neglects non-intellectual aspects of training; (5) the unexplored area of relationships between citizenship training and personnel work.—*S. Wapner.*

3639. **Wrenn, C. Gilbert** (*U. Minnesota, Minneapolis.*) & **Kamm, Robert B.** A procedure for evaluating a student-personnel program. *Sch. & Soc.*, 1948, 67, 266-269.—Rating sheets for evaluating student personnel practices on any campus in each of 14 functions of a student personnel program are described. The value of these ratings is to indicate the high and low points of effectiveness of existing or planned personnel programs.—*C. M. Louttit.*

[See also abstracts 3308, 3408, 3455, 3499.]

EDUCATIONAL MEASUREMENT

3640. [**Chauncey, Henry.**] **Annual report of the Director, 1947.** Princeton, N. J.: College Entrance Examination Board, 1948. 120 p.—The Annual Report of the Board gives statistics on the use of their tests in connection with college admissions. On pages 27-35 and 36-44 are presented data on correlations among various test scores, and normative scoring figures from groups of testees. Research and service activities of the Board, other than in connection with college admissions, are described, as well as a report on the work of the research section.—*C. M. Louttit.*

3641. **Donnay, R.** **Deux études expérimentales.** (Two experimental studies.) *Cah. Pédag., Univ. Liège*, 1947, 7, 114-115.—With 64 pupils from 16 to 18 years old, the author found a correlation of .691 (P.E., .004) between the sense of observation and aptitude for journalistic writing. With 100 subjects of the age of 12 he found a coefficient of contingency of .85 (P.E., .019) between scholastic ability and the ethical value of home education.—*R. Piret.*

3642. **Engelhart, Max D.** (*Chicago (Ill.) City Junior Coll.*) Suggestions for writing achievement exercises to be used in tests scored on the electric scoring machine. *Educ. psychol. Measmt*, 1947, 7, 357-374.—Suggestions are included for preparing true-false, multiple choice, matching, and classification items, as well as exercises pertaining to quoted materials. Other general suggestions are made regarding instructions to student and techniques of evaluation of machine scored achievement tests.—*S. Wapner.*

3643. **Heston, Joseph C.** (*DePauw U., Greencastle, Ind.*) The Graduate Record Examination vs. other measures of aptitude and achievement. *Educ. psychol. Measmt*, 1947, 7, 618-630.—A report is made of the relationship between Graduate Record Examinations and other well known tests of ability and achievement, and the relationship between these tests and the scholastic grade average. Three groups (100 in each) of liberal arts women were used as subjects. An ability index was developed as a composite figure representing the student's performance on the whole entrance battery. Among the 3 groups the correlation coefficients between G.R.E. index and the ability index range from .86 to .88. The G.R.E. index is somewhat more related to the index obtained from achievement tests (.84) than to A.C.E. Psychological Examination (.78). Two main factors emerged from a factor analysis of G.R.E. tests. Factor I is tentatively regarded as general reading comprehension. Factor II is a science-mathematics factor. A third factor had a significant loading only in the arts test.—*S. Wapner.*

3644. **Jacobs, Robert.** The reliability and intercorrelation of the scores on the SRA Primary Mental Abilities Test. *Educ. Rec. Bull.*, 1948, 49, 49-58.—The SRA PMA's are sufficiently reliable for individual diagnosis, no serious loss of reliability having resulted from shortening the subtests, although the reasoning factor is the most involved. No marked effect on intercorrelations of the primary factors is evident. For individual profiles of mental abilities for guidance purposes, further consideration of the test is recommended.—*G. E. Bird.*

3645. **Pholien, G.** **Le problème de la sélection pré-universitaire.** (The problem of pre-university selection.) *Cah. Pédag., Univ. Liège*, 1947, 7, 59-61.—In order to enter the university, Belgian students should take an examination including tests of intelligence and information. The author believes that the question is one of general selection, not of one specific type of guidance in the direction of any special department.—*R. Piret.*

3646. **Pierson, George A.** (*U. Utah, Salt Lake City.*) School marks and success in engineering. *Educ. psychol. Measmt*, 1947, 7, 612-617.—The results of a selection study concerned with the relationships between school marks and success in engineering at the University of Utah are described. Data were analyzed for 463 pre-war graduates for the 10-year period, 1932-1941. The index of gen-

eral scholarship employed was a grade-point ratio based on all work done at the college. Among others, the following results are noted. A correlation of .58 was obtained between grade-point ratio in high school and general scholarship in engineering. Marks earned in high school English were as closely related to general engineering achievement as marks earned in mathematics or science. Reliability for grade-point ratio ranged from .82 to .88. A correlation of .43 was found between rating of success in professional practice and engineering grade-point ratio. Students' interest in engineering courses was very important in determining survival. It was concluded that the grade-point ratio is a valuable index in selection and guidance of engineers. However, it is not comprehensive enough to be used as the only selection devices. It should be supplemented by achievement and intelligence tests and a study of interests.—S. Wapner.

3647. Spache, George. (*Horace Greeley Sch., Chappaqua, N. Y.*) **The validity of the Binocular Reading Test.** *J. educ. Res.*, 1948, 41, 461-466.—The validity of this test is demonstrated clinically by the manner in which it reveals suspension of vision in one eye or alternate using of one eye or the other in persons suffering from strabismus or marked eye imbalance. Two case studies illustrating this are given. Further evidence of validity is found in a comparison of estimates of oral reading through the stereoscope and reading Gray's Oral Check Tests in the usual manner. The novelty of reading through a stereoscope does not seem to create any difficulty.—M. Murphy.

3648. Townsend, Agatha. **A report on the use of the Lincoln Intermediate Spelling Test.** *Educ. Rec. Bull.*, 1948, 49, 40-48.—Though there is a wide range of individual achievement in Grades V through VIII, steady growth in median score is evident with advancing grade levels. Differences in pupil scores should prove sufficiently stable for sectioning of groups. The parts of the test provide a coverage of spelling difficulties, though certain parts are consistently more difficult than others. Scores on this test were positively correlated with scores on tests on other parts of the language program, with a closer relation to Stanford spelling than to other tests in the language area. The Lincoln test is recommended as suitable for the upper elementary and junior high school.—G. E. Bird.

3649. Townsend, Agatha, Breen, Anne, et al. **Summary of test results.** *Educ. Rec. Bull.*, 1948, 49, 1-39.—The American Council Psychological Examination, administered to over 15,000 independent school pupils, resulted in a steady rise in medians with successive grade levels, and higher scores on the number series than previously obtained. According to the Kuhlmann-Anderson Intelligence Test the median IQ was 20.2 for over 45,000 pupils. The Secondary Education Board Junior Scholastic Aptitude Test, the Lincoln Spelling Test and others revealed a wide range of individual ability. According to the Iowa Silent

Reading Test, $\frac{3}{4}$ in Grade XII were close to or above the college freshman level. The Traxler Silent Reading Test and the Gates Reading Tests indicate, in general, achievement above public school ability on the same level. The Stanford Achievement Test in Grades II through VII showed the highest peaks in subjects depending on reading skills. In many of the tests employed, improvement over previous achievement was evident.—G. E. Bird.

3650. Wrightstone, J. Wayne. (*Bureau of Reference, Board of Education, New York.*) **Evaluating achievement.** *Childh. Educ.*, 1948, 24, 253-259.—A description and review of various formal and informal methods of evaluating pupil achievement in terms of aptitudes and objectives are presented. Topics included are readiness and aptitude tests, attitudes and interests, creative expression and personal-social adaptability. 34-item bibliography of tests and equipment.—G. H. Johnson.

[See also abstracts 3281, 3286, 3361, 3372, 3454.]

EDUCATION STAFF PERSONNEL

3651. Biber, Barbara. (*Bank Street Schools, New York*), & Snyder, Agnes. **How do we know a good teacher?** *Childh. Educ.*, 1948, 24, 281-285.—A good teacher is defined as one who knows and loves children, is a "natural communicator," understands the world he lives in, has a positive attitude toward life, and a high degree of personal emotional security. The teacher must be evaluated in terms of the extent to which he influences total child growth and development, but the evaluation of teaching success is inevitably a long time process that must take cognizance of all factors in the educational situation.—G. H. Johnson.

3652. Cook, Walter W. (*U. Minnesota, Minneapolis*), & Leeds, Carroll H. **Measuring the teaching personality.** *Educ. psychol. Measmt.*, 1947, 7, 399-410.—An inventory is developed for measuring the teaching personality. Teaching personality is defined as the ability to establish harmonious working relations with pupils, and the teacher's behavior characteristics related to the pupils' emotional responses. The construction of the teacher-pupil inventory is described. It was found that the attitude of the individual teacher towards pupils, and pupils' attitudes towards teachers are significantly related. Both attitudes can be measured with reliability approaching .90, and the correlation between them goes as high as .46. Pupils' ratings of teachers correlate to an extent of .39 with principal's rating and .33 with expert's ratings. Experts' and principals' ratings correlate .48. When three criteria, pupils, principals and expert are combined the validity coefficient is .60.—S. Wapner.

3653. Kaplan, Louis. (*Oregon Coll. Education, Monmouth.*) **New horizons in teacher-community relationships.** *J. educ. Sociol.*, 1948, 21, 417-427.—Concerning teachers' functions the antithesis is that of preserving institutions in their present form or seeking to effect desirable changes. Teachers are

morally compelled to participate in community affairs beyond the school and to lead social progress. They must be partisan, though this will precipitate strife. The difficulties involved in active community participation can be overcome.—H. A. Gibbard.

PERSONNEL PSYCHOLOGY

3654. Arbuckle, Dougald S. (Boston U., Boston, Mass.) **Differences between clinical and industrial non-directive counseling.** *Personnel J.*, 1948, 26, 374-376.—The Hawthorne plant of the Western Electric Co. in Chicago makes wide use of non-directive counseling. The way in which it is used there, however, is somewhat different from the way in which it is usually used in clinical practice. In the first place, the industrial counselor takes more initiative in getting clients. He goes out into the plant seeking contacts with prospective clients instead of waiting for them to come to him. Thus the establishment of rapport is apt to be slower and the relationship more social in nature. There is no set time limit for each interview. The client determines when it will end and also terminates the treatment when he feels he no longer needs it or cannot be helped by it. On the other hand, the counselor does more structuring and interpretation during the interviews than in clinical situations, but takes no notes in the presence of the client. No fees are charged. At Hawthorne, catharsis is considered to have occurred if the worker "cools down" during the interview. If he does not, there is said to be merely a "sharing of concern."—M. B. Mitchell.

3655. Cabot, P. S. DeQ. (Rexall Drug Co., Los Angeles, Calif.) **Personnel records—a new slant.** *Personnel J.*, 1948, 26, 362-368.—Personnel records should be set up with the cooperation of executives from all departments, so that they will contain information that will help improve production and increase profits. The forms should be as simple as possible so that the records can be efficiently maintained. The confidential nature of the records should be assured by selection of personnel staff for qualities of integrity and discretion. Periodic audits should be made of the personnel department to see if records are being properly kept so that they are an actual service to all departments, worth their cost and an indispensable part of the organization.—M. B. Mitchell.

3656. Edgett, Catherine DeEtte. (Laurelton State Village, Laurelton, Pa.) **Attendant training in a school for the mental deficient.** *Amer. J. ment. Def.*, 1947, 52, 153-161.—The training program for attendants at the Laurelton State Village is described in detail. Qualifications for the position are discussed as well as the course of study given to those who are ultimately selected. The contents of the various courses are presented as well as a complete outline of the entire program.—V. M. Staudt.

3657. England, A. O. (Wayne U., Detroit, Mich.) **Record system helps build an efficient work force.** *Industr. Relat. Mag.*, 1948, 5, 23-24; 31.—A survey

of 25 firms indicated many weaknesses in the forms used for personnel purposes and in the handling of those forms. Suggestions for improving the record system are made.—H. F. Rothe.

3658. Longley, Alfred C. (Command and General Staff Coll., Leavenworth, Kans.) **Military psychology—adjustment.** *Milit. Rev., Ft. Leavenworth*, 1948, 28, 47-57.—In this sixth and final article on military psychology, the author deals with personality disorders and the methods by which military commanders may lessen them among their troops. The role of screening in the induction is indicated but emphasis is placed upon the fact that many who pass the screening process may ultimately prove maladjusted. Stress is placed on the importance of good instructors, well planned training programs, the alleviation of homesickness and proper orientation in preventive mental hygiene of the soldier. Longley states that, "The fear of death eventually will cause a breaking of the most stable personality. Statistical curves for neuropsychiatric casualties follow rather closely the Wounded-In-Action curves." Battle reactions which are considered normal as well as abnormal are discussed. There appears to be a close relationship between the replacement system and maladjustments. Where the replacement system is efficient and rapid, maladjustments are held to a minimum. The relation of the commander and his staff to the prevention of maladjustment is presented, with particular emphasis upon the role assigned the psychiatrist. Brief discussions on etiology, preventives, treatment and some of the common misconceptions regarding personality disorders are included.—M. A. Seidenfeld.

3659. Roff, Merrill. (U. Minnesota, Minneapolis.) **Psychological research at the AAF School of Aviation Medicine.** *J. Aviat. Med.*, 1948, 19, 20-23.—"Current and prospective psychological research at the AAF School of Aviation Medicine is directed toward three general problems: 1. The improvement of methods of selecting and classifying personnel, especially aircrew, and the extension of these methods to new types of performances. 2. The development of improved methods of measuring proficiency, and the evaluation of training methods. 3. The study of leadership, morale, and personal adjustment problems." Examples of research in these areas are summarized briefly.—A. Chapanis.

3660. Shelton, Henry W. **Mutual rating; the key to employee participation.** *Advanced Mgmt.*, 1948, 13, 10-15.—Mutual rating is a rating of each person by his immediate circle or working group, including all ranks, supervisors, equals and subordinates. A voluntary group chooses the personality traits in which it is most interested, and elects a mutual rating committee to carry on the ratings. The committee chooses a scale of values, draws up a ballot form, arranges voting time and place, and provides each voter with average scores. Ballots are named and grouped according to rank, and average judgments made by superiors, equals and subordinates on each participant are provided. Ratings may be

by department or company-wide, are as frequent as the group decides, and are repeated in the form and manner decided on by the participants. The method was suggested at the 1919 annual meeting of the Taylor Society, and is reported to have the following advantages: interesting, simple, inexpensive, flexible, open, impersonal, and educational.—*H. Moore.*

3661. Warren, B. B., Wadsworth, Guy W., Jr., & Cook, David W. *Advances in methods of personnel evaluation.* New York: American Management Association, 1947. (Personnel Ser. No. 107.) 50 p. \$1.00.—Three papers originally read at the A.M.A. Conference in Chicago, February 1948. In "Evaluation of Managerial Positions," the writer (Warren) outlines the General Foods Corporation plan of extending formal job evaluation methods to higher echelons of management including staff and professional positions. An adaptation of the factor comparison method was used with only 3 factors—*knowledge, decisions, and responsibility.* The operation of the program is described and sample forms included. Wadsworth in "Seniority and Merit Rating in Labor Relations," discusses the application of seniority formulae to non-supervisory jobs. Of three methods of personnel quality control, the "field review method" of employee evaluation conducted twice a year on a system-wide basis and supplemented by "a four-point test of the fairness of the proposed action" in the author's company is elaborated. D. W. Cook in "Psychology challenges Industry," reviews the history of industrial testing, emphasizing the contrast in programs after World War I and World War II. Industry is much interested in testing as a scientific aid in selection. The author describes how the testing program at General Aniline & Film Corporation, installed with top management support helped in meeting the company's needs as determined by an attitude survey. These referred to the necessity for better selection methods, an adequate training program, the installation of job evaluation and a merit rating plan. Charts and interpretations illustrate a report of the results of testing after two years' operation.—*P. S. de Q. Cabot.*

[See also abstract 3410.]

SELECTION & PLACEMENT

3662. Brown, Clarence W., & Ghiselli, Edwin E. (*U. California, Berkeley.*) *Factors related to the proficiency of motor coach operators.* *J. appl. Psychol.*, 1947, 31, 477-479.—In a study of 363 applicants for jobs as motor coach operators, intelligence test score, age, amount of education, and marital status were used as selection factors. The criteria were accident rate, length of time on the job, and "no-shows" or applicants who were hired, but never appeared for work. None of the relationships deviated appreciably from zero.—*C. G. Browne.*

3663. Lawshe, C. H., Jr. (*Purdue U., Lafayette, Ind.*) *Principles of personnel testing.* New York: McGraw-Hill, 1948. xi, 227 p. \$3.50.—The pro-

cedures for selecting, validating and using personnel tests are described, with emphasis upon method and results rather than on theory and rationale. The 14 chapters fall into 4 sections: (1) procedural problems such as selecting and validating tests, establishing a criterion, and analyzing and presenting data; (2) tests classified by type, mental, interest, etc.; (3) tests classified by occupational groups, clerical, salesmen, etc.; and (4) test program procedures, including how to construct a test and how to inaugurate and operate a testing program. Research results are cited and annotated throughout. Three appendices deal with (1) sampling theory and practice, (2) fundamentals of test administration, and (3) commercially available tests.—*H. F. Rothe.*

3664. McDaniel, F. L. *Selection and placement of the naval recruit.* *Milit. Surg.*, 1948, 102, 114-116.—A survey is made of the transitions of neuropsychiatric screening methods and problems from 1808 to the present time. Neuropsychiatric discharges during World War II amount to 32.3% of all medical discharges. Since this percentage refers to those already in the service at training stations it behooves us to reevaluate our recruit screening methods. The development of scientific warfare makes necessary modifications of screening procedures to meet the personnel qualifications for the new types of military activity.—*G. W. Knox.*

3665. Maher, Howard, & Fife, Isabelle E. (*Sharp & Dohme, Inc., Philadelphia, Pa.*) *A biological-pharmaceutical checker selection program.* *J. appl. Psychol.*, 1947, 31, 469-476.—40 checkers in a drug manufacturing company were administered a selection test battery consisting of Thurstone's Mental Alertness, Test BPC-1 (attention), Test BPC-2 (attention and mental set), Minnesota Clerical, MacQuarrie Mechanical Ability, and Pennsylvania Bi-Manual Worksample. A combination of 4 tests and subtests gave a maximized shrunk prediction of the criterion (supervisor's ratings) of $R = 0.48$. The zero-order correlation between transmuted test battery and criterion scores was 0.57.—*C. G. Browne.*

3666. Mandell, Milton M. *The selection of foremen.* *Educ. psychol. Measmt.*, 1947, 7, 385-397.—Results are described of a program for selection and promotion of foremen in various installations of the Navy Department. Tests of supervisory judgment, mechanical principles, spatial relations, reading comprehension, numerical relationships, and blueprint reading were included in the study. Criteria of performance were based on graphic and rank order ratings furnished supervisors and colleagues of men participating in the study. Validity coefficients and reliabilities are presented for each test. The intercorrelations among the tests range from .397 to .684. It is concluded that some of the tests can contribute effectively to the selection of supervisors.—*S. Wapner.*

3667. Morsh, Joseph E., & Stannard, A. F. B. *Studies in international Morse Code. IV. "Codent" —Signal Training Selection Test.* *Canad. J.*

Psychol., 1947, 1, 205-209.—313 Morse Code trainees were scored on a 5-item battery: 12-min. recall of a verbal order, dictation of connected prose, immediate digit recall, a code discrimination test (from Thurstone's Code Aptitude Test), and previous code experience. On the basis of a profile, predictions were made before the 8- or 10-week training course began. Analysis of success and failure figures reveals that the composite score "predicted 22 of 24, that is 91.7% of the untrainables at a cost of 13 out of 237 or 5.5% of those who qualified without retardation." The reliability coefficients of the 4 tests were judged to be satisfactory. (see also 22: 615).—F. W. Finger.

3668. Office of Strategic Services, Assessment Staff. **Assessment of men; selection of personnel for the Office of Strategic Services.** New York: Rinehart, 1948. xv, 541 p. \$5.00.—The various test and assessment procedures used with several thousand candidates for assignment to various operations of the Office of Strategic Services are described in considerable detail. These procedures involve the cooperation of psychologists and psychiatrists in a several day observation period while candidates were placed under many situations. Of the 4 stations where this work was carried on, the work at station "S" is described with greatest detail. The program involved the close living together of staff and candidates, and the presenting to the candidates of situational, test, and interview situations. Quantitative and qualitative data are presented of the findings.—M. A. Seidenfeld.

3669. Rothe, Harold F. (Stevenson, Jordan & Harrison, Inc., Chicago, Ill.) **Distributions of test scores of industrial employees and applicants.** *J. appl. Psychol.*, 1947, 31, 480-483.—Experiments have demonstrated that critical scores on selection tests established by using present employees as the standardizing group do not always serve equally well as selection scores for applicants. The most likely explanation of this is that job applicants are more highly incentivated than employees on the job. However, youth, being test-broken, and the knowledge that companies are using tests also have been suggested as possible explanations.—C. G. Browne.

3670. Van Dusen, A. C. (Northwestern U., Evanston, Ill.) **Importance of criteria in selection and training.** *Educ. psychol. Measmt.*, 1947, 7, 498-504.—Factors which influenced reliability and validity in Naval Aircrew training are considered as factors important in criteria used in educational and industrial situations. Specific conditions which make for low reliability and validity, and methods of improvement are considered.—S. Wapner.

[See also abstracts 3280, 3635.]

LABOR-MANAGEMENT RELATIONS

3671. Carter, Gerald. (U. Illinois, Galesburg.) **Employee attitudes at the University of Illinois.** *J. appl. Psychol.*, 1947, 31, 463-468.—Percentage re-

turns on a questionnaire distributed to 2000 University of Illinois nonacademic employees (22% returns) are given. The survey covered such topics as retirement, wages, working conditions, employee education, and special activities. Differences in responses of men and women are summarized.—C. G. Browne.

3672. Jenkins, John G. (U. Maryland, College Park.) **The nominating technique as a method of evaluating air group morale.** *J. Aviat. Med.*, 1948, 19, 12-19.—This is a general description of the nominating technique as used with Naval air combat teams. High morale in a group is shown by (1) a large number of "high" nominations within the group and a large number of "low" nominations outside the group, and (2) a large number of "high" nominations assigned to group commanders.—A. Chapanis.

3673. Rothe, Harold F. (Stevenson, Jordan & Harrison, Inc., Chicago, Ill.) **Output rates among machine operators: I. Distributions and their reliability.** *J. appl. Psychol.*, 1947, 31, 484-489.—Correlation coefficients between 3 periods of work output for 130 machine shop workers range from .57 to .72. On the basis of combination with other investigations, the following hypothesis is proposed: "if the intercorrelation of group output rates for two periods closely related in time is less than .80 the incentivation is not highly effective, while intercorrelation higher than .90 indicates effective incentivation."—C. G. Browne.

3674. Thomason, C. C. (Rochester Inst. of Technology, Rochester, N. Y.) **Human relations in action.** New York: Prentice-Hall, 1947. xiv, 225 p. \$2.65.—By use of the "multiple case" method a better understanding of group and individual differences and activities is sought. The several chapters are keyed to the problems of personnel relations and are each headed by a group of objectives for the particular chapter. After surveying 14 topics prominent in the study of general psychology and industrial psychology, the development of modern human relations practices is discussed with emphasis on trends since 1931. An appendix presents a detailed analysis of supervisory activities.—J. W. Hancock.

INDUSTRIAL AND OTHER APPLICATIONS

3675. Bray, Charles W. **Psychology and military proficiency: a history of the Applied Psychology Panel of the National Defense Research Committee.** Princeton, N. J.: Princeton University Press, 1948. xviii, 242 p. \$3.50.—In the interest of administrative efficiency the Applied Psychology Panel was organized in the NDRC in 1943. The Panel took over certain research activities from the National Research Council and until 1946 co-ordinated the research in military psychology for the Armed Services and certain other agencies. The present volume is a non-technical history of the work carried on under

Panel auspices, and is based on the technical reports from the several contracts. Separate chapters are devoted to research on classification; selection and training of specialists; problems of communication and radar personnel; psychological problems in the control of gun fire; and achievement and proficiency tests. In each of these areas the problems faced, and the work of special research groups are described. In a final chapter the author considers the future of military psychology and recommends that the services should continue research on military psychological problems. The experience during the war amply demonstrated the value of such research, but time limitations reduced this value.—C. M. Louttit.

3676. Kahler, W. H., & Meacham, J. A. **Correlation of brightness ratios and decoration.** *Illum. Engng.*, N. Y., 1948, 43, 175-193.—The skill and knowledge of a decorator in producing most effective color combinations, is combined with a study of lighting effects, and a psychological investigation of color combination. The study indicates that good decorative schemes can be executed with low brightness ratios if an experienced balance is obtained by the use of large areas of weak color combined with small areas of strong color.—G. W. Knox.

3677. Walsh, Maurice N. (*Mayo Clinic, Rochester, Minn.*) **Newer aspects of aviation neuropsychiatry.** *Milit. Surg.*, 1948, 102, 33-41.—With the development of supersonic aircraft a whole field of physiological and psychological research becomes immediately necessary. Positive acceleration producing forces 8 to 15 times that of gravity result in visual black-out followed by unconsciousness. Negative acceleration as the maximum velocity is attained produces a condition of "free fall" wherein the individual experiences himself as weightless. Since this condition is otherwise approached only in falling, the basic fear of falling may produce anxiety reactions. Although an extensive 2-day psychological screening program was used in World War II many lives were lost during the training period. These were largely due to anxiety during periods of stress. The need for even greater psychiatric screening test development, to keep in step with advanced aircraft, is emphasized.—G. W. Knox.

INDUSTRY

3678. Jobe, Fred W. (*Bausch & Lomb Optical Co., Rochester, N. Y.*) **An analysis of visual performance in relation to safety.** *Amer. J. Optom.*, 1948, 25, 107-116.—Matched groups of 42 accident-prone and accident-free workers were tested on the Ortho-Rater. A greater percentage of the accident-free group passed all visual tests except for near acuity of the left eye. Additional records were then analyzed, including 331 non-accident and 146 accident cases. Only depth perception and color discrimination were passed by an appreciably larger proportion of the non-accident group. This is attributed to the greater mean age of the accident-free

group, who showed better near vision scores for those over 40. It is suggested that different minimal standards can be set for those under and over 40. Although less will be required of the older group, better visual performance here may prevent accidents.—M. R. Stoll.

3679. Mead, Leonard C. (*Human Engin. Sect., Special Devices Center, Office of Naval Res., Port Washington, N. Y.*) **Application of human engineering to flight problems.** *J. Aviat. Med.*, 1948, 19, 45-51.—This is a general discussion of some principles of equipment display, layout, and control as applied to the design and operation of aircraft. The article concludes with a summary of research contracts administered by the Office of Naval Research in the field of human engineering.—A. Chapanis.

[See also abstract 3343.]

BUSINESS & COMMERCE

3680. Hayes, Samuel P., Jr. **The business cycle: psychological approaches.** *Political Sci. Quart.*, 1948, 63, 82-98.—The business cycle may or may not be inevitable, but final understanding of its causes must go beyond data limited to economic or business facts. Psychological factors of the business man and consumer are of, perhaps, more basic importance. The techniques of opinion sampling and cultural anthropology are available to study such psychological factors. The unfortunate separation among the social sciences results in the failure of economists to carry on their responsibility in this direction, and in psychologists failing to realize the inadequacies of limited economic data. It is suggested that an extensively financed research program with the social sciences approaching the problem would be economically defensible, because of the returns on even millions invested, if the business cycle could be controlled.—C. M. Louttit.

3681. Rudolph, Harold J. **Attention and interest factors in advertising.** New York: Funk & Wagnalls, 1947. xviii, 119 p. \$7.50.—This investigation seeks the elements which contribute to attention and interest and the separate influence of each on the reader. 2500 pieces of copy were analyzed in the preliminary work for variation of media, format, seasonal reading and other factors in order to point to the most effective procedure. Form was constructed, and later refined, on which data could rapidly be recorded. The method of collection, tabulation, and analysis of data are commented upon. Within each chapter comparisons are made between this and previous studies, and certain conclusions are drawn. The results are grouped according to those relating to the format, the publication carrying the advertisement, size and color, headline, physical and non-physical characteristics of the illustration, and copy characteristics. The findings are presented both in written form and by means of numerous charts, graphs, and tables for ease of interpretation.—J. W. Hancock.

3682. Tinker, Miles A. (*U. Minnesota, Minneapolis.*) Readability of book print and newsprint in terms of blink-rate. *J. educ. Psychol.*, 1948, 39, 35-39.—Although Luckiesh and Moss have used rate of involuntary blinking as a measure of readability of print, this investigation furnishes evidence which does not justify such usage. The average blink-rate scores for 60 subjects was found to be

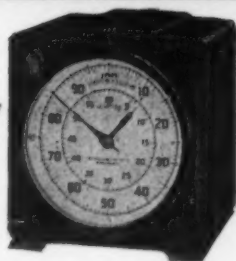
slightly lower for 7 pt. newsprint than for the more legible 12 pt. book print. Since less readable type is not shown to produce a higher rate of blinking, blink rate cannot properly be used as a measure of readability.—*E. B. Mallory.*

PROFESSIONS

[See abstracts 3470, 3526.]

WHERE PRECISION COUNTS MOST

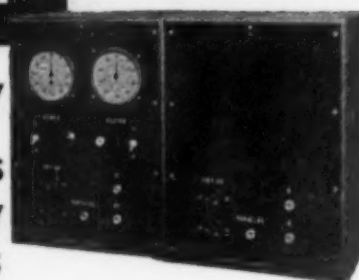
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